DOCUMENT RESUME

ED 060 794 HE 002 899

TITLE An Inquiry into the Relationship Between Area Vocational-Technical Schools and Other Institutions of Higher Education in Minnesota.

INSTITUTION Minnesota Higher Education Coordinating Commission, St. Paul.
PUB DATE Nov 70
NOTE 104p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Adult Vocational Education; *Educational Planning; *Higher Education; *Statewide Planning; *Technical Education; *Vocational Education

ABSTRACT

The 1969 Minnesota State Legislature requested that the Higher Education Coordinating Commission make an inquiry into the relationship between area vocational-technical schools and other institutions of higher education in Minnesota. This report presents recommendations based on a study that included background information about 27 area vocational-technical schools, 17 state junior colleges, the state colleges, the University of Minnesota, and selected private institutions in the state. The 6 recommendations of the Committee are: (1) occupational programs should continue to be offered by all types of postsecondary institutions; (2) proposals for establishing new, public, postsecondary institutions of all types should be reviewed by the Commission, which, in turn, should recommend legislative authorization for all proposed institutions receiving favorable review; (3) expanded cooperation between higher education institutions and area vocational-technical schools located in the same or neighboring communities should continue to be encouraged; (4) the program review function of the Commission should be strengthened and should continue to include considerations of new and existing vocational and occupational education programs; (5) the Commission should review and make recommendations annually to the State Board for Vocational Education as related to postsecondary education; and (6) legislation should be enacted providing authorization for any area vocational-technical school to become a state institution upon petition and recommendation. The underlying rationale for these proposals is explained in depth. (Author/HS)

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AN INQUIRY INTO THE RELATIONSHIP BETWEEN AREA VOCATIONAL-TECHNICAL SCHOOLS AND OTHER INSTITUTIONS OF HIGHER EDUCATION IN MINNESOTA

. Recommendations

. Rationales

. Summary Information

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

November 1970

PREFACE

This is the seventh in a series of planning reports on Minnesota post-secondary education to be presented by the Minnesota Higher Education Coordinating Commission. This planning report contains information which resulted from an inquiry into the relationship between Minnesota area vocational-technical schools and other institutions of higher education in the state, a specific charge from the Minnesota Legislature as noted in Chapter 1154, Section 14, Subdivision 1, Laws of Minnesota, 1969.

Material is presented within the report to reflect basic information needs of various governing bodies. Recommendations and rationales are followed by summary information which was most relevant to the inquiry and report. Appendices of more specific nature are provided for reference.

The Commission wishes to express its appreciation for assistance in preparing this report to the post-secondary education system offices, individuals within each institution, and interested individuals and groups who helped in providing the background information.

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AN INQUIRY INTO THE RELATIONSHIP BETWEEN AREA VOCATIONAL-TECHNICAL SCHOOLS AND OTHER INSTITUTIONS OF HIGHER EDUCATION IN MINNESOTA

INTRODUCTION

The 1969 Legislature requested that the Commission make "an inquiry into the relationship between area vocational-technical schools and other institutions of higher education in Minnesota" (Chapter 1154, Section 14, Subdivision 1, Laws of Minnesota, 1969). This report presents recommendations based upon a study which included background information about 27 area vocational-technical schools, 17 state junior colleges, the state colleges, the University of Minnesota, and selected private institutions in the state. All institutions which were studied conducted occupational programs of two years and less duration.

In conducting the study, a committee of the Commission received statements from each post-secondary system representative (including views of two-year program reorganization by the State Junior College Board) and information from the general public, along with all interested agencies and councils. In addition, staff reports on programs, enrollments, projections, costs, student characteristics, teaching staff characteristics, cooperative efforts, transfer experiences of students, and philosophical bases were prepared. Information regarding staff efforts is provided in summary form as background for this report. Statements of system representatives, agencies, councils, and the general public are available for review.

This report consists of six recommendations with accompanying rationales. Each recommendation may be considered discrete and could likely stand alone in this or any other document. They are integrally related, however, with the greatest possibility of effective two-year program opportunities assured essentially through acceptance and implementation of all the recommendations.

RECOMMENDATIONS

Recommendation 1:

Occupational programs should continue to be offered by all types of post-secondary institutions. Area vocational-technical schools should continue to offer a wide range of programs of two years or less which provide for initial occupational entry and retraining for advancement and occupational adjustment. State junior colleges located in areas which are not served by area vocational-technical schools should offer the range of occupational programs which would be provided by an area vocational-technical school if one were located in the area. State junior colleges located in areas which are served by an area vocational-technical school should offer a more limited range of occupational programs, depending on the population and needs of the area, with emphasis on programs of two years in duration and those which are most closely related to the academic programs of the institution. Public four-year institutions should offer occupational programs of more than two years in duration. Four-year institutions which are located in areas served by area vocational-technical schools, but not by state junior colleges, also should offer some occupational programs of two years or less with emphasis on two-year programs which are closely related to their academic programs in order to meet the commuter needs of the area. Four-year institutions also may appropriately offer a limited number of terminal occupational programs of two years or less for experimental or laboratory purposes or to meet the needs of students for whom completion of a four-year program is determined not to be an appropriate goal.

Recommendation 2:

Proposals for establishing new public post-secondary institutions of all types should be reviewed by the Higher Education Coordinating Commission which should recommend legislative authorization for all proposed institutions receiving favorable review by the Commission.

Recommendation 3:

Expanded cooperation between higher education institutions and area vocational-technical schools which are located in the same or neighboring communities should continue to be encouraged. Economic incentives should be provided for those institutions which seek to adopt cooperative programs and which seek to add programs which are judged to insure that educational opportunity is made fully accessible to as many Minnesota residents as practical.

Economic incentives might include (a) additional state funds for cooperative, interinstitutional planning of educational services; (b) additional funding for providing courses amounting to an extension of institutional services on an overload basis; (c) equalization of tuition and fees where an institution has provided expanded cooperative programs; and (d) institutional reimbursement from state funds for interinstitutional use of facilities based upon a state average rate for operating maintenance funds.

Areas of cooperation might involve (a) joint program planning; (b) sharing the time of administrators and instructors where desirable; (c) encouraging

students enrolled in one institution to take some work in the other institution assuring that credit earned will be accountable on an educational program where practicable; (d) use of auxiliary facilities, such as cafeterias, libraries, auditoriums, and gymnasiums by students of both institutions to the largest extent possible; and (e) operating joint extracurricular programs.

The policy established by the 1967 Legislature in seeking to improve the availability and accessibility of advanced educational opportunities to Minnesota residents through reciprocity agreements with neighboring states should be continued and extended to include post-secondary vocational education institutions.

Recommendation 4:

To insure the most effective use of state resources, the program review function of the Commission should be strengthened and should continue to include considerations of new and existing vocational and occupational education programs along with all other post-secondary programs. The Commission should continue to study the needs of students and develop information on manpower demands, both in the state and nation. Through the Commission, the state of Minnesota should not only discourage unwarranted proliferation of occupational programs, but should also generate information to identify programs required to meet current and emerging needs in vocational and occupational areas.

Recommendation 5:

The Commission should review and make recommendations to the State Board for Vocational Education on the annual *Minnesota State Plan for Vocational-Technical Education*, as it relates to post-secondary education. All institutions which conduct vocational-technical programs should follow, to the largest extent possible, a policy of qualifying for reimbursement from federal and state funds administered by the State Board for Vocational Education.

Recommendation 6:

Legislation should be enacted providing authorization for any area vocational-technical school to become a state institution under the State Junior College Board upon petition by the local school board to the Minnesota Junior College Board which will review the request and make recommendations to the Minnesota Higher Education Coordinating Commission, which will take final action on the request after consultation with the State Board for Vocational Education and will report such action to the legislature.

Legislation should request the State Junior College Board, the State Board for Vocational Education and the local school boards in those communities beyond the seven-county metropolitan area, where both an area vocational-technical school and a state junior college exist, to explore, identify and develop a plan to combine the two institutions in such communities. This cooperative plan should be reported, along with implications and problems evident in its implementation, to the Minnesota Higher Education Coordinating Commission by July 1, 1972, in time for its consideration as part of the Commission's recommendations to the 1973 Legislature.

RATIONALES

Rationale 1:

Area vocational-technical schools prepare students for occupations through their programs by emphasizing job entry criteria. The University of Minnesota, with its programs in the General College and its Technical College, tends to offer special occupational programs and substantial numbers of general academic curricula at the two-year level. State junior colleges offer all types of programs, many of which correspond with programs in area vocational-technical schools and others which are geared to more general academic and occupational objectives. The primary emphasis of state junior colleges has been in the area of transfer programs. State colleges have offered some two-year programs in the past as a practical accommodation to their local and regional community needs when the curriculum could take advantage of specific efforts in existing four-year baccalaureate programs.

The area vocational-technical schools within Minnesota provide most of the occupational programs available in the state (72 per cent of the total offered). These schools are widely distributed geographically as are the state junior colleges, and to some extent, the state colleges, and the University of Minnesota. Although some institutions exist virtually alongside others within a local community, most of the institutions are within individual communities serving somewhat specific groups of students. For instance, high school juniors planning attendance at area vocational-technical schools have definite ideas regarding their objectives for post-secondary training and are more decided in this regard than students in any other group. Occupational objectives are uppermost in the minds of these students. They appear to know that area vocational-technical schools are mainly vocationally or occupationally oriented in their efforts. Students choosing area vocational-technical schools are more interested in practical pursuits of business and finance, as well as health, trade, and industrial areas. College freshmen interests are substantially different from those of the area vocational-technical school-bound students. Junior college freshmen are similar in their chosen majors to state college freshmen.

There are substantive differences in the background qualifications and loads of teaching staff found in the various institutions offering post-secondary occupational programs of two years or less. Academically-oriented institutions tend to recognize post-baccalaureate degrees earned by teaching staff in their salary schedules to a greater extent than do the area vocational-technical schools. It is possible that future cost studies may reconcile these differences in sources of support and staff reimbursement for post-secondary programs.

Students enrolled in two-year post-secondary programs in Minnesota represent a broad cross section of academic aptitudes, interests, and backgrounds which reflect the general population of the state. While each institution and system could claim some degree of representation in each group of students, there is evidence to support the view that a particular type of institution attracts students who are generally similar in aptitude and background. In other words, specific programs of institutions and systems relate better to

certain types of individuals; and programs among the different institutions and systems are not necessarily the same in specific content. Even though programs may receive similar titles within the state systems, the students to be served would require some differences in approach to programs and, therefore, greater diversity of educational effort on the part of institutions.

While the institutions may present quite similar programs, the results achieved with students would likely be quite different. Evidence available from a study of differential results of approaches to occupational education indicates, however, that the most important considerations in determining results or output are the student characteristics. Included are student aptitudes, backgrounds, attitudes, maturity, and aspirations. Any similarities or differences in program inputs and outputs would largely be affected by student-related inputs.

If all two-year post-secondary institutions were to be governed as one structure, students would have the same choices as they do now but within one administrative structure. The local governance in the area vocational-technical schools would be lost if all systems were to be combined. There is a question as to gains, administratively, in generating a new central staff necessary to support such a large combined organization. The separate systems should not be allowed to grow, however, to the extent that they would offer overlapping opportunities.

The industries that are expected to need the largest numbers of persons by the year 1975 are trade, government, service, manufacturing and construction, which, for the most part, will require persons with occupational training. There will be needs for training and retraining in order that skills may be kept up to date because of rapidly changing technologies. All systems should look toward accommodating more students in the vocational-occupational area.

A compelling view associated with all programs as they relate to changing societal conditions is the need for broadened perspectives of programs to benefit students, for example, in taking advantage of necessary retraining when jobs change and for increased leisure time activities as they become more prevalent. Comprehensive program settings can emphasize additional preparation to allow students to accommodate to retraining and to utilize effectively their free time away from work.

It would seem that the options available are: 1) to create a statewide structure for governing all two-year post-secondary programs, or 2) the coexistence of local and statewide governance with additional mechanisms to insure coordination and cooperation in funding and in program maintenance and development.

Cost information resulting from staff studies revealed sources of revenue to the state junior colleges and area vocational-technical school systems. It cannot be concluded that one system is more costly than another, but that vocational programs are typically more costly than general academic programs at the two-year level. Since the area vocational-technical schools and the

state junior colleges serve substantially different populations and employ somewhat differing approaches, it can be considered that these costs would be changed only slightly with administrative reorganization if the amount of educational service is to be maintained. (See Recommendation and Rationale 6 for a possible exception to this statement.)

From a study of governance systems in other states, it was learned that post-secondary institutions and systems of the 11 states surrounding Minnesota offered no consistent trend toward change in two-year post-secondary governance which may be said to be superior to the present systems in Minnesota. Two states have recently moved to adopt the community college concept while other states are generally remaining with a more diversified approach, which is being used somewhat successfully, in Minnesota. Our institutions and systems appear to be providing as much or more educational opportunity at this level than in surrounding states.

Rationale 2:

Existing public post-secondary institutions can offer substantial numbers of programs throughout Minnesota, carrying with them the main thrust of a goal for accessibility of post-secondary educational opportunities at the two-year level. These institutions assure that most Minnesotans have ready access to at least two years of post-secondary education. The Minnesota Higher Education Coordinating Commission has, as one of its objectives, to plan for and achieve some form of post-secondary opportunity within a 20-mile radius of all major concentrations of the Minnesota population. At the two-year post-secondary level this goal has nearly been achieved. Area vocational-technical schools and state junior colleges exist in most population density areas of Minnesota.

It should be noted that all public post-secondary institutions currently require legislative endorsement prior to establishment, with the exception of area vocational-technical schools. A part of this report recommends permissive legislation to enable an area vocational-technical school to become a state institution under the State Junior College Board with review and recommendation of the Minnesota Higher Education Coordinating Commission. To assure that an elected governmental body will be continually apprised of the total post-secondary needs and status of the state, it should be considered essential to report such actions to the Minnesota Legislature.

The guidelines adopted by the Commission and recommended to the 1969 Legislature ("Making Institutions Accessible" of *Proposal for Progress*, January 1969), and Commission enrollment projections, indicate that students seeking occupational and vocational programs can be accommodated through the year 1978 and thereafter by presently existing, (Commission-recommended, and legislative-authorized) post-secondary institutions, with the addition of a state junior college in St. Paul.

Rationale 3:

Cooperative efforts among post-secondary institutions offering occupational programs are at the present time minimal. Most cooperation is happening between an institution and its community rather than as part of any interinstitutional

post-secondary effort. It appears that the crucial point for maximizing post-secondary educational opportunity for all residents of the state is in the area of establishing and coordinating development of appropriate cooperative efforts among institutions. If it is accepted that students served by different systems vary in educational needs, interests, and aptitudes, and that this variance is consistent within a system, and each system and institution has its educational task to perform, it would follow that institutions of each type should be provided within an accessible distance to each population center. Realizing, however, that this could result in ineffective use of resources in some areas, it is the position of the Commission that total tasks of maximizing post-secondary education resources in the state can be facilitated best by strengthening cooperative arrangements and articulation methods between and among the institutions and systems which are capable of participating in such activity. For example, in communities where area vocational-technical schools exist as the only post-secondary institution, arrangements might be made to provide general academic transfer curricula in the home community by allowing an affiliate college to offer coursework which could be coordinated with the area vocational-technical school programs, and credit earned might be recognized in transfer to another college. Likewise, state junior college, university, and state college campuses where vocational and occupational programs may be needed could be served by faculty from a neighboring area vocational-technical school. In addition, a vocational program could be contracted for or could be established as an ongoing program where need is evident.

Rationale 4:

Vocational and occupational programs and general academic programs have been developed in response to two fundamentally different educational philosophies. On a continuum where these philosophical bases would represent the extremes, at one end would be found the vocational orientation with objectives related to skills and knowledge for specific jobs or occupations; the other would be representative of an ideal general academic curriculum with its objectives relating more to a universe of knowledge and understanding of processes. None of the Minnesota post-secondary institutions or systems completely represents either extreme, at the two-year post-secondary level, although the area vocational-technical schools are nearer to the vocational orientation by concentrating on a large quantity of programs in the occupational areas. No other institution or system totally represents the opposite end.

The enrollments which have been projected by the Commission, in cooperation with the post-secondary systems, would indicate that occupational and vocational students who will need to be accommodated in various types of Minnesota post-secondary institutions in 1978 will be accommodated by presently existing, Commission-recommended (including a St. Paul State Junior College), and legislature-authorized institutions in Minnesota. Additional capacity may be added at existing or planned institutions, but no additional new institutions seem necessary to provide these programs at the present time.

The area vocational-technical schools tend to accept students rather freely from academic college transfers to vocational-technical programs (in 84 per cent of the cases surveyed). On the other hand, courses taken by a student in area vocational-technical schools do not tend to be recognized for credit in academic

degree programs. Seventy per cent of the area vocational student transfers to other institutions lose 50 per cent or more credits compared with the same loss of credits on the part of 16.2 per cent of the state junior college transfers to other institutions and compared with a comparable statewide percentage of 12.6. There appears to be a lack of articulation effort among the institutions offering post-secondary occupational programs of two years or less. There also is evidence to indicate a need for improved articulation between secondary and post-secondary occupational education efforts.

The Commission's program review function should include attention to problems of articulation and transfer both from secondary to post-secondary occupational programs as well as among post-secondary institutions. There is need for agreement on definitions of transfer credits and transferability. Increased transfer activity will require additional counseling for articulation and transfer.

Rationale 5:

A source of institutional support has been alloted by the State Board for Vocational Education for two-year vocational programs. It should be essential to provide adequately for all vocational-occupational program planning and funding of outside sources at the post-secondary level to have a comprehensive statewide organization help to coordinate the review processes for all post-secondary education. In this way outside funds, specifically federal support, would be coordinated within one agency relating to post-secondary education. Based on review and study of the total state post-secondary funding, these institutional funds represent significant contributions.

Rationale 6:

The Commission and the post-secondary governing boards continue to be involved in planning within the local communities, within regions of the state and comprehensively within the entire state in order to continue to strengthen Minnesota's two-year occupational-vocational institutions and assure that programs will be related to the total higher education opportunity in the state. Commission activities will continue to relate planning for all institutions and systems to the student to be served and to permit the student, state and national needs to point to various functions in vocational education to be performed by existing and authorized post-secondary institutions, where appropriate.

The fact remains, however, that some institutions are so small that efficient operation is very difficult, and needed programs suffer. It is difficult to justify two such institutions within the same community under these circumstances. Legislation which would provide for combining institutions within communities would relieve this difficulty. Coordinated, cooperative efforts of the two institutions could relieve some of the administrative difficulty, but apparently permissive guidelines will not insure a cooperative effort. By charging the various education boards to prepare plans for possible combining of institutions, the Commission will be able to evaluate the post-secondary opportunities within a community and make recommendations for implementation of those plans which are appropriate, if any.

It is the position of this Commission that any suggestion of combining post-secondary systems within Minnesota, by level (or any other attribute), would best be considered in terms of restricted instances of community higher education opportunities. Students within local communities should have easy access to all forms of post-secondary education within their communities, and when confronted with the need for effective and efficient operation, local efforts should be directed to combined programs under one organizational group.

APPENDIX A: BACKGROUND AND PHILOSOPHICAL CONSIDERATIONS

1. Philosophical Bases for Differences in Approach to Occupational Training by Minnesota Public Post-Secondary Systems

2. Differential Results of Approaches to Occupational Education

1. PHILOSOPHICAL BASES FOR DIFFERENCES IN APPROACH TO OCCUPATIONAL TRAINING BY MINNESOTA PUBLIC POST-SECONDARY SYSTEMS

QUESTION: WHAT ARE THE RATIONALES UNDERLYING APPROACHES TO OCCUPATIONAL TRAINING ESPOUSED BY THE PUBLIC SYSTEMS OF POST-SECONDARY EDUCATION IN MINNESOTA?

Introduction

Colleges and universities in America have developed in the tradition of broad liberal arts training, which, since Aristotle and Plato, have laid prominent stress on training the faculties of the mind in skills of reflective and rational thought. In this tradition the life of the mind was considered not only required by the character of ultimate reality but also morally good in its own right as the best life to lead. The perfect man would be interested in the intellectual world of ideas, rather than physical attributes of life. Study of subject areas exemplifying symbolic logic and truth man has gleaned from the natural order of the universal truth would comprise the best education for man's improvement.

Vocational schooling, also having an ancient though "practical" tradition, received impetus in America in response to societal demands for training in occupational skills necessary for employment in an increasingly industrial age. Training characteristically has tended to focus on specific skills and knowledge necessary for successful performance of a certain job. In the interests of efficiency of training in terms of reaching job readiness and gainful employment in the shortest possible time and at the lowest possible cost to the trainee and to society, education for nonjob-related objectives is minimized. There is an implicit assumption that the self-sufficient, economically productive member of society has met the chief requirement for social competence and democratic citizenship.

The traditional liberal arts approach to education and the vocational focused approach are recognized by some educators as being dichotomous philosophical positions. In actual approaches practiced today in the various Minnesota institutions there is an apparent "mix" of varying proportions along a continuum between the two extremes.

Area Vocational-Technical School Rationale

1. Public education programs presume a social mission.
2. Compelling social values require the continuous provision of occupational education opportunities for all who desire and can profit by them.
3. Work roles in a technological society must be learned. It is only meaningful to examine the relative efficiency of various modes of providing that education.
4. Nonoccupational outcomes are also of concern.

5. Programs must be flexible to accommodate both individual differences, and demands of the labor market.

6. Occupational education focuses upon the work aspects of the interaction between the individual and society.

7. The principal objective of all post-secondary education is occupational competence.

8. Vocational-occupational programs exist at relative points along a continuum from short-term programs in specific skills for a certain job to post-baccalaureate programs requiring a broad base of knowledge and advanced technical skills for a sophisticated technology.

State Junior College System Rationale

1. Universal post-secondary education must be provided (through age 20) and made readily available to all.

2. Career education is a basic objective of educational programs.

3. The needs of the community should be served. This includes articulation with public schools and continuing adult education.

4. Cooperative work-study programs with business, industry and service occupations aid in preparing the student for the work world.

5. The two-year colleges can be agents in the rejuvenation of society.

6. The two-year college has unique functions, and is neither a high school nor a copy of a university.

7. These institutions should perform their special functions, free of domination by traditional patterns of higher education.

State College System Rationale

1. Colleges and universities have always been concerned with immediate vocations (i.e., engineering, teaching, pharmacy, etc.) although they have laid emphasis on broader preparation than the strictly vocational objective in the interests of giving the student basic tools which allow him flexibility and adaptability to cope with problems throughout a lifetime of work in an ever-changing world.

2. The rate of change in the society in which we live forces us to redefine how we shall educate a new generation. As technology grows increasingly complex, the school must become more central in society as a transmitter of basic skills.

3. In a rapidly changing society, it becomes necessary to place the student in an educational environment conducive to the total development of the individual. His preparation must contain a mix of specific skills and general programs.

4. Objectives must focus on the needs of people of the local community, state, and nation. By identifying objectives which meet demonstrated needs, our educational system will prepare people for transfer from school to work, and allow adjustments to changing societal needs. Integration of general and vocational knowledge and skills is mandatory.

5. A growing demand for pre-professionals and higher level technicians places emphasis on third- and fourth-year programs which stress an academic orientation in the development of special skills and abilities necessary for an evermore sophisticated technology.

6. Developing technology necessitates programs for retraining and upgrading skills of adults who are employed.

University of Minnesota Rationale

1. The aim of much education is to learn how to learn. An individual broadly trained in communication skills, in problem-solving strategies, and in techniques of inquiry and discovery can apply his skills successfully to new work experiences.

2. Traditional distinctions between education and work are breaking down. Societal changes demand that increasing numbers of Americans continue education after entering the labor force as well as in preparation for entry. The motivation and ability of a person to continue his education with profit depend, to a large degree, upon the breadth and soundness of his previous schooling.

3. An instrumental approach to the preparation of students for occupational life has been adopted by the General College. A proper balance has been sought between training in broad skills and principles, specific skills, and on-the-job training.

4. Certain University colleges have a strong occupational objective: Education, Business Administration, Engineering, etc.

5. Educational needs of adults can be served through part-time extension and continuing education programs.

6. University expertise can be utilized in the development and operation of vocational and special occupational programs in appropriate settings.

2. DIFFERENTIAL RESULTS OF APPROACHES TO OCCUPATIONAL EDUCATION

QUESTION: WHAT EVIDENCE IS AVAILABLE OF DIFFERENTIAL RESULTS FROM APPROACHES TO OCCUPATIONAL EDUCATION?

The Problem of Program Evaluation

1. The study of differential results of programs leads, inevitably, to comparative evaluations of programs. Evaluation begins with students, each of whom differs with respect to characteristics which affect his ability to learn when he enters the program to be evaluated. The program has characteristics which provide a series of educational experiences planned with certain objectives in mind. Students are affected, not only by the program, but also by other extraneous experiences and influences which can affect outcomes. The interaction of student characteristics, program characteristics, and intervening influences produce the actual outcomes. Evaluation, of necessity, weighs outcomes.

2. Valid research evidence of program outcomes is scarce, and only parts of the necessary objective framework of evidence needed for administrative decisions can be supported at present.

3. One of the critical aspects of such evaluation is the identification and measurement of program outcomes which are to serve as evaluative criteria. Another is the lack of suitable instruments for assessing results.

4. Program outcomes in terms of effects of approaches to occupational education can be outlined and analyzed in three categories relating to points in time; (1) students who enter the program; (2) students' progress in undergoing a period of training; and (3) results after training measured in terms of changes in student behaviors, job-market entry and success, satisfactoriness to the employer, and nonjob-related outcomes.

Evidences Bearing on Input to Programs: Students

1. American College Testing Program national studies clearly show that the higher the level of the institution, the higher the academic achievement and potential of the students it attracts.

2. The two-year college attracts a greater diversity of students ("open door" policy) with lower academic ability than do four-year colleges. Two-year college students are also more vocationally oriented.

3. The type of student attracted by post-secondary vocational-technical programs suggest that these institutions have a special role to play in the entire global scheme of post-secondary education.

4. Bowles and Slocum (1968), in a study including student attitudes in the state of Washington, found vocational-technical students to be lower in achievement, found their high school experiences generally not satisfactory to them.

5. Fenske (1963) in a Wisconsin study found

   (a) high school under-achievers had a greater propensity for post-secondary vocational-technical education;

   (b) two groups showing unusual propensity for vocational-technical training were high school graduates in the highest 30 per cent of their class in scholastic ability who had parents of low occupational and educational status; and those from the lowest 30 per cent whose parents had high occupational and educational status;

   (c) low-achieving students had a propensity for attending technical schools located nearby, so that they could attend without the expense that would be entailed in attending an institution away from home; and

   (d) vocational-technical students held an unrealistically low self-image of their own academic ability in comparison with actual ability shown on scholastic measures.

6. Lunder and Ringo (1965) in a Minnesota study using MSAT, CET, and HSR data, compared college entering freshmen populations and area vocational-technical school first-year students (who ranked lowest--below Minnesota norms--on all three measures); University of Minnesota freshmen (who ranked high); and state college freshmen and public junior college freshmen (who ranked closely in an intermediate position). (Data were gathered in 1962-1963.)

7. Comparison populations of the various college entering freshmen and of an area vocational-technical school-bound sample are contained in ACT Profile studies developed by the staff of the Minnesota Higher Education Coordinating Commission.

8. Similar comparisons of Minnesota high school juniors, bound for public college systems and for area vocational-technical schools, are contained in the MSAT Profile study developed by the staff of the Minnesota Higher Education Coordinating Commission.

Input Differentials: A Capsule Description of the Typical Student Bound for, or Entering, a Public System of Post-Secondary Education; (His Most Probable Attributes)

The Area Vocational-Technical School Student:

1. The entering area vocational-technical school student ranks in the lower half of his high school class in academic achievement, and his academic aptitude is below the Minnesota mean as measured by MSAT; and he ranks below both the Minnesota and the national norms as measured by ACT;

2. His educational goal is a vocational-technical certificate;

3. He has taken the general curriculum in high school;

4. He chose an area vocational-technical school because he perceived the faculty to be excellent; and because of desirability of location (including nearness to home);

5. He is more certain about what he wants to study than his college-bound peers;

6. He comes from a farm or small town background;

7. His family income is lower than those of the college-bound groups;

8. His father is a skilled tradesman, farmer, or factory worker;

9. His parents' educational level is high school graduate, or less;

10. His family wants him to pursue post-secondary training;

11. His main reason for continuing his education is to prepare for a vocation.

State Junior College Student:

1. He is lower than average in academic achievement when compared with the all-Minnesota norm;

2. His academic aptitude is about average for all Minnesota as measured by MSAT, but somewhat higher than the national norm as measured by the ACT college entrance battery;

3. His educational aspiration is to obtain a bachelor's degree;

4. If a boy, his major areas of interest are engineering, business, education, or conservation; if a girl, education, medicine, or business;

5. He has taken a general curriculum in high school;

6. He is cosmopolitan in community of origin, and might have come from any place in Minnesota;

7. He chose his college on the bases of excellence of faculty, desirability of location and nearness to home;

8. His family income is second only to the University of Minnesota entering freshmen;

9. His father's occupation is skilled trades, factory work, or business owner;

10. His parents are high school graduates or eighth grade graduates, or have completed some high school;

11. His family wants him to go to college;

12. His reason for going to college is to prepare for a vocation.

State College Student:

1. The entering state college student ranks about average in high school academic achievement, but higher than the typical state junior college student;
2. In academic ability, he ranks well above the ACT national norm, and above the Minnesota average on MSAT;
3. He aspires to a bachelor's degree (64 per cent);
4. His major areas of study, if a boy, include education, business, and conservation; if a girl, education;
5. He comes from a farm or small town;
6. He may have had either a general or a college preparatory curriculum in high school;
7. Major factors in his choice of college are excellence of faculty, desirability of location, and nearness to home;
8. His family income is lower than that of the state junior college student, but higher than that of the area vocational-technical school-bound student;
9. His father's occupation is skilled trades, farm, or business owner;
10. His parents are high school graduates;
11. His family wants him to go to college;
12. His main reason for going to college is to prepare for a vocation.

University of Minnesota Student:

1. The typical entering student is well above average in high school academic achievement, and ranks high in academic ability as measured by MSAT and ACT;
2. He aspires to at least a bachelor's degree or higher;
3. He has taken the college preparatory curriculum in high school;
4. He chose the University because of excellence of faculty, desirability of location, and nearness to home;
5. He comes from the large metropolitan cities and suburbs;
6. His family income is the highest;
7. His father's occupation is in skilled trades, professions, or business owner;
8. His parents are high school graduates, and may be college graduates;
9. His family wants him to go to college; and his main reason for going is to prepare for a vocation.

In-Training Outcomes

One of the most obvious effects of programs upon students in training is "sifting and winnowing," the well suited and able remaining, while the less able or unsuited drop out, are rejected, or transfer to different programs.

1. Mitlehner (1965) found that baccalaureate transfer students to two-year colleges were able to raise their grade-point averages to a more acceptable level (69 per cent could maintain a 2.0 grade point average or better after transfer). Although similar to four-year national student norms on scholastic measures, they were similar to two-year college students in terms of father's occupation and education. They also rated occupational reasons higher than academic reasons for college attendance.

2. Tolman (1969) found that students in four-year institutions received a superior experience in terms of the development of critical thinking ability, when compared with two-year colleges.

3. Muck (1965) found that 70 per cent of transfers from four-year colleges who had not been successful, succeeded at junior colleges.

4. McCollum (1967) found "initial" entry students in vocational programs more enthusiastic about their training than "deferred" entry transfers from academic programs. He also suggests that the junior college performs a valuable "salvage" function by providing programs for students who are unsuccessful in academic programs but are redirected into occupational programs.

5. Meadows and Ingle (1968) emphasize that the discrepancy between aspiration and achievement in higher education for many students is a problem in which the junior college can play a crucial role by assisting the student to adjust his level of aspiration to his ability.

6. Heinkl (1969) found that general studies programs aimed at helping low achievers to succeed in college were ineffective, and concluded that more effort should be made to adjust college programs to meet the requirements of individuals instead of attempting to adapt individuals to present college programs.

7. Venn (1964) calls attention to the fact that the continuing high dropout rate in college degree programs accentuates the need for better matching of students with educational programs.

8. Pucel (1969) showed that among occupational programs in Minnesota area vocational-technical schools, certain programs require or attract a certain level of scholastic ability on the part of the students. Minnesota Scholastic Aptitude Test mean scores for graduates of vocational-technical programs ranged from a low of 23.10 for welding to a high of 33.56 for practical nursing graduates (the Minnesota norm was 34.40). This compares with 37.30 for state college entering freshmen.

Post-Training Outcomes

1. About two-thirds of all graduates of United States colleges and universities receiving bachelor's or first professional degrees were trained for employment as teachers, scientists, doctors, lawyers, or other professions.

2. Studies comparing graduates of high school vocational-occupational programs with other high school graduates have shown only slight differences in matters of employment, promotion, job satisfaction or persistence in an occupation. In a similar comparison of General College, University of Minnesota, graduates, no significant differences were found.

3. Van Blois (1968) found that among three factors affecting an automobile salesman's effectiveness, the amount of formal education was first.

4. Vizza (1967) found that sales and marketing executives strongly favored college level business training, although they themselves had not received such training.

5. Shotwell (1967) found that training in marketing keeps graduates in their home communities and in the same fields as those in which they trained. Nearly half of them advanced into supervisory or management positions within five years.

6. A University of Minnesota General College five- and ten-year follow-up study of 1958 freshmen showed among other things that:

   (a) At the time they entered, most of the students were pleased about General College and optimistic about their future in higher education. Most of them regarded General College as a steppingstone to a four-year college (84 per cent). Only 14 per cent indicated plans for the associate degree, and only 8 per cent intended to enter a nonbaccalaureate vocational program.

   (b) In retrospect, eight years after matriculation, 47 per cent said they had entered General College to prepare for transfer to a baccalaureate institution; 29 per cent, to get a basic general education; and 18 per cent, to plan and/or train for a vocation. When asked if attending General College had helped them accomplish their objective, 61 per cent answered "yes," and when asked if they would change their purpose if they could start over, 66 per cent answered "no." In brief, General College had served as a means to the realization of a preconceived objective for about two-thirds of these former students.

   (c) In retrospect, most of the individuals who had taken part in the study were employed in work they found satisfactory, and reported an annual income (in 1966) exceeding $8,000. They felt that their college experience had been of practical worth in gaining desirable employment, and had also brought them intangible benefits in personal growth.

   (d) Most of them saw higher education as a means to a vocation, and their principal objectives were status and income.

(e) Those most satisfied with their employment had in most instances made better grades, gained more degrees, and were earning larger incomes and holding more prestigious employment.

(f) Although none of the group began General College with a high predictability of success, a bare majority did succeed. Of the 51 per cent who gained the associate degree, 28 per cent went on to earn a bachelor's degree, and of these, about one of seven earned an advanced degree. Clearly, if strongly motivated and given compatible instruction, the student ranking below the fiftieth percentile in high school can realize his college objectives.

7. Florida's Inter-Institutional Research Council of Community Junior Colleges performed a follow-up study of first-time-in-college freshmen (1966), and found:

(a) Transfer degrees were received by 82.4 per cent, occupational degrees by 13.4 per cent, and other degrees by 4.2 per cent.

(b) Nearly half of these former students (one year later) reported their junior college experience as being "helpful" or "moderately helpful."

(c) Of students who transferred to four-year institutions, 97 per cent reported their junior college experience as "extremely helpful" or "helpful"; of the graduate, nontransfer working students, 88.5 described their experience as "helpful" or "extremely helpful"; and of the non-graduate, nontransfer working students, 79 per cent described their experience as "helpful" or "extremely helpful."

(d) Most of the graduates received their degrees from the institution initially entered (94.5 per cent).

(e) Of the students sampled, 30.4 per cent transferred to a four-year institution.

Pucel and Nelson conducted a follow-up of Minnesota area vocational-technical school graduates one year after completing their respective vocational program. Among findings were these:

(a) Fifty-two per cent of male graduates and 81 per cent of the female graduates were employed. Forty-five per cent of males were not available for employment (military service, further schooling, illness, etc.).

(b) Since graduation, 88 per cent had been employed at least once.

(c) Disregarding those unavailable for employment, 95 per cent of the males and 83 per cent of the females were employed one year after graduation.

(d) Formal advancement was reported by 23 per cent.

(e) Seventy-nine per cent of the respondents said they would take the same training program if they could start again.

APPENDIX B: STUDENT BACKGROUND

1. County of Residence of Day Students Attending Minnesota Area Vocational-Technical Schools, Fall 1969

2. ACT Class Profile of Minnesota Public College Entering Freshmen and Area Vocational-Technical School-Bound Students, 1969

3. MSAT Student Profile of Minnesota High School Junior Students Planning Post-Secondary Training

4. Statewide Survey of Post-High School Plans and Vocational Choices of Minnesota High School Juniors

1. COUNTY OF RESIDENCE OF DAY STUDENTS ATTENDING MINNESOTA AREA VOCATIONAL-TECHNICAL SCHOOLS, FALL 1969

QUESTION: WHAT ARE THE GEOGRAPHIC ORIGINS OF DAY STUDENTS ATTENDING MINNESOTA AREA VOCATIONAL-TECHNICAL SCHOOLS?

1. Of those Minnesota students attending Minnesota's area vocational-technical schools, 42.8 per cent attend in their home county, and 57.2 per cent attend in other counties. Among those counties with area vocational-technical schools, the range is from 19.0 per cent in Freeborn County to 94.0 per cent in Douglas County and 94.6 per cent in Winona County.

2. Minnesota residents comprise 98 per cent of all students attending Minnesota's area vocational-technical schools. The remainder virtually come from the four neighboring states.

3. Twelve of the 27 operating area vocational-technical schools have students enrolled from more than half of Minnesota's 87 counties. These schools are Alexandria, Anoka, Brainerd, Mankato, Minneapolis, Moorhead, Pipestone, St. Cloud, St. Paul, Staples, Thief River Falls, and Willmar.

4. About three-fourths (75.2 per cent) of all area vocational-technical school day students attending the schools do so within the planning region in which their home county is located.

2. ACT CLASS PROFILE OF MINNESOTA PUBLIC COLLEGE ENTERING FRESHMEN AND AREA VOCATIONAL-TECHNICAL SCHOOL-BOUND STUDENTS, 1969

QUESTION: WHAT WERE THE ACADEMIC POTENTIALS, BACKGROUNDS, NEEDS AND EXPECTATIONS OF STUDENT POPULATIONS ENTERING AREA VOCATIONAL-TECHNICAL SCHOOLS AND OTHER POST-SECONDARY EDUCATION INSTITUTIONS IN THE FALL OF 1969?

Academic Potential

1. A wide range of academic potential was evidenced by American College Testing Program (ACT) composite scores as high as the highest and as low as the lowest 1 per cent of the total Minnesota public college freshman sample.

2. Thirty per cent of the area vocational-technical school-bound sample scored in the upper half, while 70 per cent scored in the lower half of the national sample distribution.

   Thus the area vocational-technical school-bound sample might be characterized as "lower-middle" in range of its academic potential.

3. The 1.6 points difference in means between the state junior college freshman mean and the area vocational-technical school-bound sample mean does not appear to support the hypothesis that these two populations are the same.

4. The academic achievement of the various groups, as revealed by their high school grade averages, shows a pattern somewhat similar to that of the ACT score comparisons.

Training Expectations

1. The area vocational-technical school-bound sample preferred majors in business and finance, health, and trade and industrial.

2. In terms of degrees sought, area vocational-technical school-bound students were completely consistent in planning to obtain a vocational-technical certificate (100 per cent).

Student Background

1. In the area vocational-technical school-bound sample, women outnumbered men two to one (876 to 392).

2. Ninety-nine per cent of the area vocational-technical school-bound sample were state residents.

3. Three-fourths of the area vocational-technical school-bound sample came from rural or small town homes.

4. More than half (55 per cent) were products of a general curriculum in high school, while only 14 per cent had taken a college preparatory program. Another 13 per cent had taken a commercial, business, or technical program.

5. Family median income was the lowest of any among the survey groups ($7,221). The University of Minnesota median was $9,516. (All Minnesota was $8,642.) Six per cent were from families with less than $3,000 income.

Student Needs and Expectations

1. Special curriculum was the strongest factor in choice of institution (59 per cent). Location ranked high as a factor (52 per cent), and nearness to home (39 per cent).

   Good faculty (51 per cent) and high standards (43 per cent) were strong factors. Financial aid offer was cited by 23 per cent.

2. With regard to residence during school,

   31 per cent expected to live in dormitories;
   41 per cent planned to live at home; and
   46 per cent expected to drive a car.

3. Area vocational-technical school-bound and state junior college freshmen expected to work the most. Median hours expected were 15.6 and 15.7, respectively, per week.

4. Sixty-eight per cent did not expect to apply for a scholarship.

5. Thirty-two per cent expected to apply for a loan, while 52 per cent did not.

6. Extracurricular plans were not different in any important respect from that of other groups of students.

3. MSAT STUDENT PROFILE OF MINNESOTA HIGH SCHOOL JUNIOR STUDENTS PLANNING POST-SECONDARY TRAINING

QUESTION: WHAT ARE THE CHARACTERISTICS OF POPULATIONS OF STUDENTS WHO ARE PLANNING TO PURSUE POST-SECONDARY TRAINING IN AREA VOCATIONAL-TECHNICAL SCHOOLS AND OTHER EDUCATION INSTITUTIONS AFTER COMPLETING THEIR HIGH SCHOOL TRAINING?

Scholastic Aptitude

1. There is a wide range in the distribution of Minnesota Scholastic Aptitude Test (MSAT) scores found for each group surveyed. Some students in each survey group scored as high as the highest 1 per cent on the total Minnesota distribution, and some students in each group scored as low as the lowest 1 per cent on the total Minnesota distribution. Within each system or group were found individuals of very high academic potential and individuals of very low academic potential as well as all levels in between.

2. There were found characteristic nodes in the distribution curve, concentrations of populations over certain segments of the range of academic ability. These nodes, or population concentrations, appear to occur at levels often associated with particular post-secondary education systems or groups. The University-bound group is concentrated above the fiftieth percentile of the Minnesota distribution, with strong concentration above the eighth and ninth deciles. The private liberal arts college-bound group is concentrated above the sixtieth percentile, with a very strong concentration above the eighth and ninth deciles, with 24.1 per cent above the ninth decile.

   The state college-bound group had a lower concentration over a wider range from the third decile on up, with a somewhat stronger concentration between the fifth and ninth deciles.

   The state junior college-bound group had a wide and rather flat node, or population concentration, between the third and ninth deciles.

   The area vocational-technical school-bound group had a wide concentration of population below the sixth decile, with a progressively larger concentration toward the lower part of the range, the largest being between the first and second deciles.

   The private trade school node covered the lower range also up to the sixth decile.

   The node for students not planning post-secondary training was almost the reverse of that for the private liberal arts colleges, with a heavy concentration below the first decile, tapering up to the fifth decile.

3. Choice of college responses given by the 78.4 per cent of Minnesota high school juniors planning to continue their education beyond high school were also studied. The largest proportion chose area vocational-technical schools,

20.6 per cent, followed closely by the University of Minnesota with 19.7 per cent. State colleges were chosen by 13.2 per cent, state junior colleges by 9.0 per cent, private four-year liberal arts colleges by 7.5 per cent, private trade schools by 6.8 per cent, 10 per cent were going out of state, and 2 per cent made miscellaneous choices including private junior colleges and private professional schools. There were 11.2 per cent not planning further training, and 7,781 out of 66,757 who did not respond.

Planned Educational Level

1. The area vocational-technical school-bound group was more homogenous than any other group, 86.8 per cent indicating aspirations for a vocational-technical certificate. A very small percentage indicated aspirations for an A.A. degree (1.6 per cent) and for a bachelor's degree (1.4 per cent).

2. Proportions of students aspiring to a bachelor's degree or beyond were similar among the three types of four-year institutions, amounting to approximately four-fifths of the total in each case.

Student's Family Background: Father's Occupation

1. As might be expected from the fact that the skilled trades accounted for the largest proportion of father's occupation statewide by far, the largest proportions among student populations choosing any of the public systems, the private trade schools, and those not planning college were from fathers in skilled trades. The largest proportion of students choosing private four-year colleges were from fathers in the professions.

2. Among students choosing area vocational-technical schools, 28.5 per cent were from fathers in skilled trades, 24.1 per cent from fathers in farm occupations, and 15.2 per cent were from fathers who were factory workers. No other category reached 10 per cent.

3. Among students choosing state junior colleges, 28.5 per cent were from fathers in the skilled trades, 13.3 per cent were from fathers who were factory workers, and 11.2 per cent from fathers who were business owners. No other category reached 10 per cent.

4. Among students not planning further education, 30.4 per cent were from fathers in skilled trades, followed in order by farm, 17.5 per cent, and factory worker, 16.5 per cent. No other category reached 10 per cent.

5. In general, students whose fathers were engaged in the professions, business owners, office work, and sales, chose the University of Minnesota in the largest numbers, while students whose fathers were engaged in farm occupations, skilled trades, or were factory workers, chose area vocational-technical schools in largest numbers.

Student's Family Background: Father's and Mother's Education

1. The association of father's educational level with student choices of post-secondary institution was similar to that of the association with mother's educational level.

2. For parents' educational levels below high school graduate, proportions of children choosing area vocational-technical schools was notably higher.

3. For parents' educational level above high school, proportions of children choosing colleges were notably higher.

Student's Background: Family Attitude Toward College

1. The most striking association was found among those not planning further education, 51 per cent reporting their families were indifferent toward college; and an additional 6.7 per cent reporting family attitude as doesn't want me to go.

2. Indifference was the family attitude reported by over one-fourth of the vocational-technical school-bound students. This compares with less than 8 per cent for any college-bound population.

3. More than double the percentages of college-bound students reported family attitude as insists I go than among those bound for vocational-technical schools.

Student Plans and Financial Needs: Concern for Finances for School Attendance

1. Among all Minnesota juniors, 15 per cent of the girls and 19 per cent of the boys reported that finances were of no concern. Across all groups, the same relationship persisted, more males than females having no such concern.

2. Major concern for finances was expressed by more girls than boys, 17 and 14 per cent respectively.

3. Approximately half of each group expressed some concern for finances to enable them to attend.

Student Plans and Financial Needs: Expected Source of Finances

1. Savings as a source of all finances were indicated by the largest proportions among area vocational-technical school-, private trade school-, and state junior college-bound students (approximately one in seven).

2. Family aid was indicated as a source of support in some degree by a larger proportion of college-bound students than area vocational-technical school-bound students (about 70 per cent to 50 per cent).

3. Scholarships did not figure in the expectations of area vocational-technical school-bound students to any important degree, but did figure in the plans of the college-bound.

4. More area vocational-technical school-bound students and state junior college-bound students indicated savings would care for all school finances, while fewer vocational-technical school-bound students expected family aid, loans, or scholarships as financial sources, when compared to college-bound populations.

4. STATEWIDE SURVEY OF POST-HIGH SCHOOL PLANS AND VOCATIONAL CHOICES OF MINNESOTA HIGH SCHOOL JUNIORS

QUESTION: WHAT DO MINNESOTA HIGH SCHOOL STUDENTS PLAN TO DO AFTER COMPLETING THEIR HIGH SCHOOL EDUCATION, AND WHAT ARE THEIR VOCATIONAL CHOICES?

Post-High School Plans

1. Post-high school plans were grouped into 11 broad categories, with an additional category to include those students whose plans were uncertain at the time of the survey.

CATEGORY	NUMBER OF STUDENTS	PER CENT
Attend College or University	29,615	44.6
Attend AVTS	7,998	12.0
Attend Private Trade School	1,430	2.2
Attend Private Business or Commercial School	2,529	3.8
Attend Other Type School	3,220	4.9
Obtain Job Immediately	4,264	6.4
Start Farming	651	1.0
Go Into Armed Services	5,618	8.5
Get Married (females) and Work Six Months	-	-
Get Married and be a Housewife	319	.5
Other Plans	2,449	3.7
Don't Know	8,317	12.5
	66,410	100.0

2. Of the total number of students, 67.5 per cent expected to continue their education beyond high school level.

3. Direct entrance into the field of work was indicated by 4,264 (6.4 per cent) and farming by an additional 651 (1.0 per cent).

4. Of all high school juniors, 5,618 (8.5 per cent) planned to enter the armed services. On the assumption that few girls are included in this number, it may be assumed that one boy in six planned to complete his military obligation before beginning to prepare for a career or seek employment.

Vocational Choices

1. Of 18 broad fields, or job categories, two were chosen by 10 per cent or more of the total students responding, i.e., education: 11.7 per cent; and trade, technical, or industrial: 10.8 per cent.

   Medical, healing, and supporting drew 8.2 per cent, and office work/clerical, 6.5 per cent.

2. More juniors (4,120) indicated high school teacher than any other occupation. Elementary teacher ranked second, indicated by 2,890 students. Secretary-stenographer ranked third, indicated by 2,100 juniors.

   Mechanic was indicated by 2,266; nursing by 1,853; medical doctor, 648; and dentist, 270.

APPENDIX C: STRUCTURE AND GOVERNANCE

1. Description of the Two-Year Post-Secondary Programs in the Midwestern Twelve-State Area

1. DESCRIPTION OF THE TWO-YEAR POST-SECONDARY PROGRAMS IN THE MIDWESTERN TWELVE-STATE AREA

QUESTION: WHAT FORMS OF TWO-YEAR POST-SECONDARY PROGRAMS ARE THERE IN THE TWELVE-STATE MIDWESTERN AREA, BY INSTITUTION TYPE, CONTROL, AND FINANCIAL SUPPORT?

The summary for comparison of the twelve-state Midwestern post-secondary two-year programs is provided in tabular form. Columns for states, institution type and number, control, and finance are given with specific data arranged by state and category. The control category shows the basic elements of control for each type of institution listed. Codes are provided at the end of the table. The finance category shows basic sources of funds for operational expenses.

SUMMARY: ORGANIZATION OF THE TWO-YEAR POST-SECONDARY PROGRAMS IN THE MIDWESTERN TWELVE-STATE AREA

STATE	INSTITUTIONS		CONTROL		FINANCE (1)				
	NO.	TYPE	LOCAL	STATE	TUITION	LOCAL	STATE	OUT-OF-DISTRICT REIMBURSEMENT	FEDERAL
Illinois	35	Comprehensive Junior Colleges	A-E	S-J	-1/3	-1/2	1/2	(2)	(2)
Indiana	13	Regional Campuses of University Systems	-	AS-U	YES	(2)	YES	(2)	(2)
Iowa	11	Area Community Colleges	A-R	S-D	21.2%	16.5%	27.7%	22.3%	(2)
	4	Area Vocational Schools	A-R	S-D	21.2%	16.5%	27.7%	22.3%	(2)
	1	Junior College	AS-I	-	(2)	(2)	(2)	(2)	(2)
Kansas	19	Community Junior Colleges	A-E	S-D	12.7%	38.3%	23.1%	18.9%	2.8%
	14	Area Vocational-Technical Schools (Secondary and Post-Secondary)	(2)	S-D	-	YES	YES	(2)	YES
	1	Technical Institute	-	AS-D	(2)	(2)	(2)	-	(2)
	1	Special Junior College (Indian)	-	-	-	-	-	-	100.0%
Michigan	6	Community Junior Colleges	AS-I	-	YES	YES	Formula	(2)	(2)
	23	Community Junior Colleges	AS-R	-	YES	YES	Formula	(2)	(2)
Minnesota	17	State Junior Colleges	-	AS-J+D	-1/3	-	2/3	-	YES
	27	Area Vocational-Technical Schools	A-R+I	S-D	-	-1/4	-3/4	-	YES
	2	Colleges of Univ. of Minn.	-	AS-U+D	YES	-	YES	-	YES
	5	State Colleges	-	AS-U+D	YES	-	YES	-	-
Missouri	12	Comprehensive Junior Colleges	A-R	S-D	YES	YES	Formula	-	(2)
	2	State Colleges (Residence Centers)	AS-U	-	YES	-	-	-	-

Code:
- A - Administration
- S - Supervisory-including budget consideration and programs
- E - Locally elected board
- J - Junior College Board
- D - State education agency
- I - Independent school district
- R - Special area school district (Multi-county or multi-district)
- U - College or university systems

(continued on next page)

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SUMMARY: ORGANIZATION OF THE TWO-YEAR POST-SECONDARY PROGRAMS IN THE MIDWESTERN TWELVE-STATE AREA

STATE	INSTITUTIONS		CONTROL		FINANCE (1)				
	NO.	TYPE	LOCAL	STATE	TUITION	LOCAL	STATE	OUT-OF-DISTRICT REIMBURSEMENT	FEDERAL
Nebraska	6	State Junior Colleges	A-I+R	S-D	25%	50%	25%	-	(2)
	2	Vocational-Technical Schools	-	AS-D	(2)	YES	YES	(2)	(2)
	5	Area Vocational-Technical Schools	A-R	S-D	(2)	YES	YES	(2)	(2)
	1	Branch-University of Nebraska	-	AS-U	YES	-	YES	-	(2)
North Dakota	2	Community Junior Colleges	AS-I	-	-	YES	YES	-	YES
	1	State School of Science	-	AS-D	YES	-	YES	-	-
	2	Branches-North Dakota State Univ.	-	AS-U	YES	-	YES	-	-
	1	North Dakota State Univ. Center	A-I	S-D	-	YES	YES	-	YES
Ohio	4	Community Colleges	A-R	S-D	1/3	1/3	1/3	-	(2)
	11	Technical Institutes	A-R	S-D	1/3	1/3	1/3	-	(2)
	32	Branches-State University System	-	AS-U	YES	-	YES	-	-
	38	Commuter Centers-University System	-	AS-U	YES	-	YES	-	-
South Dakota	1	State College	-	AS-U	YES	-	YES	-	-
Wisconsin	13	Centers-University of Wisconsin	-	AS-U	YES	-	YES	-	(2)
	4	Branches-State University System	-	AS-U	YES	-	YES	-	(2)
	15	Vocational-Technical Schools	A-E	S-D	(2)	(2)	YES	(2)	(2)
	15	County Teacher Colleges	(2)	(2)	(2)	(2)	YES	(2)	(2)

Notes

(1) Fractions indicate estimated proportions in states where information was available. A minus (-) indicates the actual figure would not be greater than fraction shown.

(2) Data not available.

APPENDIX D: OPERATIONAL CONSIDERATIONS

1. Minnesota Post-Secondary Two-Year Occupational Programs

2. Cooperative Efforts in Minnesota Two-Year Post-Secondary Occupational Programs

3. Transfer Experiences of Post-Secondary Students to Minnesota Area Vocational-Technical Schools and State Junior Colleges

4. Qualifications and Salaries of Teaching Staff in Minnesota Post-Secondary Occupational Programs

5. Costs of Two-Year Post-Secondary Education Programs, Fiscal Year 1969

1. MINNESOTA POST-SECONDARY TWO-YEAR OCCUPATIONAL PROGRAMS

QUESTION: WHAT TYPES OF TWO-YEAR OCCUPATIONAL PROGRAMS ARE AVAILABLE IN MINNESOTA AND WHERE ARE THEY LOCATED?

1. There are 749 total occupational programs in Minnesota with about 80 per cent of these as Section A programs (with emphasis on occupational objectives), about 10 per cent Section B (with emphases on general academic studies and occupational skills), and 10 per cent Section C (with emphases on occupational skills, associate degrees, and "transfer" possibilities).

2. There are eight formal cooperative programs requiring two institutions to complete the single program cycle. Cooperative programs consist of coordinated efforts of AVTS's and state junior colleges to provide associate degrees with minimal academic work beyond an established occupational program.

3. Area vocational-technical schools had the largest number of occupational programs and dominated the offerings in five of the six categories. State junior colleges had 33 of 39 occupational programs in the public service category.

4. Most programs are business and commerce (249) or mechanical and engineering (287).

5. All planning regions have two-year occupational programs. Regions Three, Four, Six, Ten, and Eleven have 71 per cent of the total programs at this level.

2. COOPERATIVE EFFORTS IN MINNESOTA TWO-YEAR POST-SECONDARY OCCUPATIONAL PROGRAMS

QUESTION: WHAT TYPES OF FORMAL (AND INFORMAL) COOPERATIVE EFFORTS EXIST AMONG MINNESOTA POST-SECONDARY INSTITUTIONS OFFERING OCCUPATIONAL PROGRAMS?

1. There are eight programs listed on the Program Inventory which are organized cooperative efforts. The information in this report reflects some of the information from these programs.

2. Seven elements of institutional cooperation have been considered: students, faculty, facilities, activities, programs, services, and planning.

3. Ninety-two students are concurrently registered in at least two post-secondary institutions.

4. One hundred ninety-two students transferred within a program which was started at another institution.

5. The programs surveyed use 1,248 faculty members with 75 of this group working in other educational institutions; 153 part-time faculty members also work in industry or governmental agencies.

6. The greatest use of facilities by other post-secondary institutions was from the University of Minnesota and the state colleges, apparently to offer extension coursework.

7. Five hundred fifty "outside" groups used post-secondary institution facilities to offer instruction or training; 76.9 per cent of these groups were from private industry or other related groups.

8. Twelve (22.6 per cent) of the institutions had no other organizations using their facilities for instruction or training, but the same number reported their facilities used about once a month by "outside" groups.

9. Most of these institutions were used quite frequently by community and other groups for "activities" (518). Post-secondary institutions sponsored "activities" in other institutions at least 177 times during the past year.

10. Established affiliations include 144 which require in-service training outside the home institution. Forty-seven are affiliated with health related agencies; 75 are affiliated with private industry; 11 with governmental agencies; and 11 with professional organizations.

11. Other services were given primarily in the local community. Of the 1,396 times the faculties were called upon for consultant services, 697 (49.9 per cent) times they served in the local community. Also when 1,206 auxiliary service functions were performed, 808 or 67.0 per cent were within the local community.

12. The heaviest use of post-secondary supervisory or faculty staffs was in the area vocational-technical school, about 46 per cent of total 445 times used. Area vocational-technical schools and the University of Minnesota tend to use faculty members to plan occupational programs and state junior colleges and state colleges tend to use more supervisory staff for this planning.

3. TRANSFER EXPERIENCES OF POST-SECONDARY STUDENTS TO MINNESOTA AREA VOCATIONAL-TECHNICAL SCHOOLS AND STATE JUNIOR COLLEGES

QUESTION: WHAT ARE THE GENERAL CONDITIONS UNDER WHICH STUDENTS TRANSFER TO AREA VOCATIONAL-TECHNICAL SCHOOLS AND STATE JUNIOR COLLEGES AND WHAT EXPERIENCES DO THEY SHARE?

1. Almost half of students who transfer, do so to finish a degree.

2. Of the 384 students who transferred to area vocational-technical schools,

   22.7% transferred for personal reasons.
   26.8% transferred for other reasons.
   18.8% transferred because of finances.
   16.9% transferred because of grade point problems.
   11.5% transferred to get a job soon.
   102 or 26.6% were within occupational program transfers.

   Of the 175 students who transferred to state junior colleges,

   30.3% transferred because of other reasons.
   18.9% transferred because of finances.
   14.9% transferred because of transportation.
   13.1% transferred because of grade problems.
   12.0% transferred because of personal reasons.
   34 or 19.4% were within occupational program transfers.

3. About 80 per cent of students transfer to first choice area vocational-technical schools. About 51.4 per cent of students transfer to first choice state junior colleges. The state norm for this is 72 per cent.

4. With regard to work difficulty - 54.9 per cent of transfers to area vocational-technical schools found the work less difficult, while 62.5 per cent of transfers to state junior colleges found the work about the same; 50.4 per cent of all transferees found the work about the same.

5. Most students transferring to area vocational-technical schools (57.3 per cent) and state junior colleges (50.7 per cent) make their decisions on goals and institutions within the six months preceding transfer. Few students (10 per cent) decide on an institution before choosing a goal.

6. Throughout the state 12.6 per cent of students lose 50 per cent or more credits when they transfer, but in area vocational-technical schools 70.3 per cent did so and in state junior colleges 16.2 per cent did so.

7. But in area vocational-technical schools 84 per cent did not need to extend the time to graduate, while 72.6 per cent of state junior college students needed no extra time.

4. QUALIFICATIONS AND SALARIES OF TEACHING STAFF IN MINNESOTA POST-SECONDARY OCCUPATIONAL PROGRAMS

QUESTION: WHAT ARE THE QUALIFICATIONS FOR EMPLOYMENT AND SALARIES AVAILABLE TO TEACHING STAFF IN MINNESOTA PUBLIC POST-SECONDARY SYSTEMS OFFERING OCCUPATIONAL PROGRAMS?

In general, instructors in occupational programs are paid on the same basis or salary schedule as other program instructors, with modifications due to specific vocational qualifications adjusted or equated with qualifications of an academic salary scale on an individual basis.

More complete information is presented by system in the following pages, with a tabular comparison of salary information by degree level and by system to complete the summary report.

Area Vocational-Technical School Teaching Staff

Certification requirements of area vocational-technical school staff are set at the state level, but salaries and other conditions of employment are set by the local or intermediate public school districts of which the schools are a part. In most instances, the salary schedule for other teachers in the district applies also to the area vocational-technical school teaching staff, usually with some modifications to accommodate trade and work experience in lieu of, or in addition to, college degrees. Thus, a vocational certificate may be considered the equivalent of a bachelor's degree in determining the appropriate step on the district salary schedule for an individual. Credit for professional or journeyman work experience is often equated with education by some formula. Instructors with less than a bachelor's degree are encouraged to make efforts to gain the degree as soon as possible in some districts.

The instructional day usually consists of six clock contact hours with classes, plus one or two additional hours for instruction-related duties.

Since expertise in some trade or occupation is a prime qualification for employment, two examples of qualifications listed for different levels of instruction illustrate important nonacademic achievements necessary.

Shop and Trade Practice Teacher - High School, Post High School and Adults

Qualifications

Shall be considered a master workman in his trade and have had at least three years journeyman experience as a wage earner in the trade to be taught. Shall have had sufficient technical training or experience so all the necessary phases of this instruction can be taught to the learners.

Pre-service teacher training of six hours shall be organized for all school instructors before commencing teaching. The teacher shall continue teacher train-

ing regularly until the following provisions are met:

1. Part-time trade extension (supplementary) teachers: (a) two-year certificate - initial six clock hours, (b) total of 24 clock hours will be required for renewal.

2. Day trade preparatory teachers: (a) one-year permit (nonrenewable) - six clock hours, (b) two-year certificate - not less than 24 clock hours total, (c) one-year renewal - minimum of additional 24 clock hours teacher training, (d) five-year certificate - completion of 192 clock hours teacher training or degree in industrial or vocational education. Constant upgrading of experience and teacher training must be carried on for renewal.

Issuance of vocational certificates and renewal of same shall also require the recommendation of the appropriate school administrator.

Related Technical Teacher - Preparatory (Job Entry)

Qualifications

Shall have had at least two years or 4,000 hours of recent employment experiences in the technical occupation, or occupations, directly related to the occupation for which training is being offered, plus two years of technical institute type education beyond high school in the field related to the technical occupation to be taught, or

Four years formal education beyond high school in the related material to be taught, plus one year or 2,000 hours recent employment experience in an occupational field.

Shall have 192 clock hours approved teacher training, of which at least 96 hours shall be college credit bearing. No more than 24 hours of the remaining 96 hours shall be of a technical workshop nature. Completion of the requirements of a degree program designed specifically for technical education related instruction teachers and recognized by the State Board may be substituted for the 192 clock hours. Completion of a degree program in the technical area being taught may warrant evaluation of the course credits. Subjects basic to vocational education, such as coordination, philosophy of vocational education, conference leadership, and administration of vocational education, may be required.

Duties

Such teachers generally will be employed to teach occupational relations, mathematical, scientific, technical communication and specialized shop skills directly related to the technical occupation for which instruction is being given.

Minnesota State Junior College System Teaching Staff

All staff appointees are expected to have a bachelor's degree as a minimum, including instructors of occupational courses. Credits for appropriate work experience are considered on an individual basis in determining the appropriate step and column placement on the system-wide salary schedule.

MINNESOTA STATE JUNIOR COLLEGE SYSTEM
1969-70 Salary Schedule

Step	I	II	III	IV
0	6500	7748	8189	8643
1	6904	8189	8643	9111
2	7320	8643	9111	9593
3	7748	9111	9593	10089
4	8189	9593	10089	10600
5	8643	10089	10600	11127
6	9111	10600	11127	11669
7	9593	11127	11669	12228
8	10089	11669	12228	12803
9	10600	12228	12803	13396
10	11127	12803	13396	14006
11	11669	13396	14006	14635
12	12228	14006	14635	15283

Definitions of Columns:

Step - Years of prior experience.

I - Bachelor's degree with a major in the teaching field.

II - Master's degree with the major or a majority of the graduate credits in the teaching field.

III - 70 graduate credits beyond the bachelor's degree, including the master's degree, with two-thirds of the graduate credits in the teaching field and an average grade of "B."

IV - 90 graduate credits beyond the bachelor's degree, including the master's degree, with two-thirds of the graduate credits in the teaching field, and an average grade of "B."

Education courses specifically directed at the junior college or the teaching field may be included "in the teaching field."

Instructors of occupational courses may be given credit in column and step placement for appropriate work experience, if approved by the chancellor. All teaching positions carry the title of "Instructor."

General College (University of Minnesota) Teaching Staff

Occupational course instructors may be hired on the basis of expertise in their special area but must have at least a bachelor's degree. There is no set policy regarding credit for work experience, beginning rank, or maximum salary. Minimum salary policies for any rank are observed in General College just as in

all other colleges of the University. There is a great amount of flexibility practiced in hiring, each case being treated on individual merit. The minimum requirements for employment are the bachelor's degree plus work experience and expertise plus participation in graduate study leading to the master's degree.

Crookston Technical College (University of Minnesota) Teaching Staff

It is a University policy not to hire anyone with less than a master's degree. For technical type programs where job experience and expertise are mandatory, the academic degree is also expected. Exceptions may be made in the case of an individual possessing the needed expertise and holding only the bachelor's degree if that individual will at the same time embark on an appropriate program to obtain the master's degree.

Minnesota State College System Teaching Staff

Occupational program instructors may be hired for their expertise in the area of their specialty without holding a particular academic degree, although the baccalaureate degree is expected. Each case is determined on an individual basis by the appropriate administrator subject to approval of the State College Board. There are no set system-wide policies on the matter, but there may be local policies by individual state colleges.

The following excerpts from the State College Board Rules and Regulations, 1965 edition, are illustrative of academic requirements for rank, exceptions, modifications, and teaching load:

> (1) All unclassified employees in the state colleges except the college presidents and the executive director shall be assigned to one of the five groups below. The minimum academic achievement to be made before assignments is made to a group is indicated; however, an unclassified employee may be assigned to a lower ranking group if deemed advisable.
>
> (s) Teaching Load. A full-time load for faculty members shall normally consist of 16 credit hours of teaching or its equivalent. The Board recognizes that there will be many cases where instructors must be assigned duties other than teaching or whose teaching assignment will be of an unusual nature; such as teaching unusually large classes, unusually small classes, or laboratory sections. The administration in each college is encouraged to develop a method of establishing equivalences for unusual activities so that the actual work loads will be approximately equal.

SALARY RANGE FOR NINE MONTHS[1] BY DEGREE LEVEL AMONG MINNESOTA PUBLIC SYSTEMS

POST-SECONDARY EDUCATION SYSTEM	VOCATIONAL[2] CERTIFICATE		VOCATIONAL CERTIFICATE AND A.A. DEGREE		BACHELOR'S DEGREE		BACHELOR'S PLUS SOME ADDITIONAL CREDIT	
	MIN.	MAX.	MIN.	MAX.	MIN.	MAX.	MIN.	MAX.
Area Vocational-Technical Schools	$6340	$9915	$6540	$10115	$6493	$10122	-	-
Minnesota State Junior Colleges	-	-	-	-	6500	12228	-	-
General College	-	-	-	-	-	-	-	-
Crookston Technical College	-	-	-	-	-	-	-	-
Minnesota State Colleges	-	-	-	-	-	-	-	-

Minnesota State Colleges Median Salary $8060[3]

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SALARY RANGE FOR NINE MONTHS[1] BY DEGREE LEVEL AMONG MINNESOTA PUBLIC SYSTEMS

POST-SECONDARY EDUCATION SYSTEM	MASTER'S DEGREE		MASTER'S PLUS ADDITIONAL CREDIT		BACHELOR'S PLUS 90 OR MASTER'S PLUS 45 CREDITS		DOCTOR'S DEGREE	
	MIN.	MAX.	MIN.	MAX.	MIN.	MAX.	MIN.	MAX.
Area Vocational-Technical Schools	$7245	$11005	-	-	-	-	-	-
Minnesota State Junior Colleges	7748	14006	$8189	$14639	$ 8643	$15283	-	-
General College	7740	-	-	-	-	-	-	$19300[4]
Crookston Technical College	7740	-	-	-	-	-	-	11900[5]
Minnesota State Colleges	7500	12089	7800	13701	10700	16950	$13200	20472
Minnesota State Colleges Median Salary	$9000		$10700		$13000		$16303	

[1]Most area vocational-technical school staff are hired for 40-47 weeks. For purposes of comparison, these salaries were adjusted to a 37-week base to more nearly conform with the college nine-month term.

[2]Some area vocational-technical schools equate the vocational certificate with a bachelor's degree for salary determination purposes.

[3]Each case is decided individually on merit for persons possessing expertise but not having the master's degree.

[4]No maximum has been set by the University; individual cases are negotiated. A starting minimum of $7740 has been set by the University.

[5]Idem.

5. COSTS OF TWO-YEAR POST-SECONDARY EDUCATION PROGRAMS, FISCAL YEAR 1969

QUESTION: WHAT ARE THE COSTS OF TWO-YEAR PROGRAMS TO THE LOCAL, STATE, AND FEDERAL GOVERNMENTS AND TO OTHER SECTORS?

This report provides information on the operating revenues of institutions in Minnesota which offered post-secondary two-year programs during fiscal year 1969. Revenue income to each institution is shown according to its source. The relative amounts of support may be seen collectively and individually for each student. Per student averages are derived by dividing the total source by the institution's fall 1968 "head-count" enrollment. Specific information on the University of Minnesota and state college post-secondary two-year programs was not available. The report provides information on state junior college programs, which are a mixture of occupational and general academic studies and programs in area vocational-technical schools, which are primarily occupational in nature.

COSTS* OF TWO-YEAR POST-SECONDARY EDUCATION PROGRAMS, FISCAL YEAR 1969[1]

INSTITUTION	FALL 1968 ENROLLMENT[2]	TUITION AVERAGE PER STUDENT	TUITION TOTAL TUITION[3]	LOCAL PER STUDENT	LOCAL TOTAL LOCAL	STATE PER STUDENT	STATE TOTAL STATE
STATE JUNIOR COLLEGES							
Anoka-Ramsey	1,853	$236	$ 437,128	$ .07	$ 132	$433	$ 802,668
Austin	975	258	251,969	.27	264	635	618,988
Brainerd	494	256	126,696	2.62	1,293	624	308,258
Fergus Falls	572	251	143,417	1.58	905	540	309,055
Hibbing	819	260	213,154	4.05	3,319	594	486,232
Itasca	590	316	186,732	2.92	1,720	596	351,781
Lakewood	1,201	215	258,059	-	-	385	462,784
Mesabi	758	263	199,010	.69	521	578	438,119
Metropolitan	1,019	223	227,351	-	-	639	651,522
Normandale	1,386	237	328,023	-	-	477	661,519
North Hennepin	1,417	233	330,633	-	-	526	745,725
Northland	338	262	88,475	5.14	1,736	647	218,597
Rainy River	288	260	74,948	-	-	583	168,017
Rochester	2,032	267	542,978	-	-	483	981,529
Vermilion	268	272	72,838	2.49	669	769	206,094
Willmar	697	256	178,481	-	-	483	336,501
Worthington	654	310	202,517	18.01	11,777	610	398,655
TOTAL	15,361	$252	$3,862,409	$ 1.45	$22,336	$530	$8,146,044

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*NOTE: Costs indicated in these tables represent the total income to the institution from various sources and provide a breakdown of the cost of the educational service of an institution to governmental and other sectors.

[1]Excluding programs at the University of Minnesota and state colleges where total cost information for these programs was not available. Other data not available is indicated with a hyphen (-).

[2]"Head-count" enrollments in fall 1968.

[3]Represents total income from tuition and fees. A student taking 15 credit hours paid $270 tuition in fiscal year 1969.

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COSTS* OF TWO-YEAR POST-SECONDARY EDUCATION PROGRAMS, FISCAL YEAR 1969[1]

INSTITUTION	FEDERAL PER STUDENT	FEDERAL TOTAL FEDERAL	OTHER PER STUDENT	OTHER TOTAL OTHER	TOTAL PER STUDENT	TOTAL TOTAL COSTS
STATE JUNIOR COLLEGES						
Anoka-Ramsey	$12	$ 21,513	$ 65	$ 121,431	$ 746	$ 1,382,872
Austin	47	45,824	101	98,115	1,041	1,015,160
Brainerd	65	31,910	81	40,219	1,029	508,376
Fergus Falls	45	25,699	68	39,068	906	518,144
Hibbing	60	49,047	54	44,447	972	796,199
Itasca	54	31,775	79	46,327	1,048	618,335
Lakewood	27	31,752	54	65,278	681	817,873
Mesabi	17	13,106	58	43,679	916	694,435
Metropolitan	18	17,967	60	61,153	940	957,993
Normandale	7	9,691	65	90,058	786	1,089,291
North Hennepin	23	32,563	63	88,643	845	1,197,564
Northland	46	15,712	74	25,112	1,034	349,632
Rainy River	21	5,900	52	14,953	916	263,818
Rochester	73	148,304	120	243,845	943	1,916,656
Vermilion	64	17,101	57	15,341	1,164	312,043
Willmar	31	21,358	59	41,412	829	577,752
Worthington	50	32,918	59	38,780	1,047	684,647
TOTAL	$36	$552,140	$73	$1,117,861	$ 892	$13,700,790

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COSTS* OF TWO-YEAR POST-SECONDARY EDUCATION PROGRAMS, FISCAL YEAR 1969[1]

INSTITUTION	FALL 1968 ENROLLMENT	TUITION AVERAGE PER STUDENT	TUITION TOTAL TUITION[4]	LOCAL PER STUDENT	LOCAL TOTAL LOCAL	STATE PER STUDENT	STATE TOTAL STATE
AREA VO.-TECH. SCHOOLS[5]							
Alexandria	944	$ 28	$ 26,376	$ 55	$ 52,130	$ 768	$ 725,447
Anoka	372	138	51,431	653	243,031	1,083	402,885
Austin	355	-	-	510	181,163	916	325,255
Bemidji	136	66	8,977	117	15,855	980	133,281
Brainerd	263	26	6,821	80	21,042	889	233,911
Canby	256	27	6,798	65	16,538	829	212,301
Detroit Lakes	210	44	9,302	73	15,418	648	136,099
Duluth	1,052	34	35,639	47	49,854	404	424,577
Eveleth	128	77	9,937	47	6,033	703	89,957
Faribault	241	134	32,403	187	45,179	1,033	248,826
Granite Falls	219	24	5,333	54	11,804	928	203,269
Hibbing	214	74	15,752	123	26,398	789	168,935
Jackson	391	21	8,349	31	12,112	935	365,502
Mankato	571	33	18,998	261	149,176	912	520,831
Minneapolis	956	-	-	-	-	-	-
Moorhead	348	64	22,220	189	65,742	550	191,413
Pine City	139	68	9,520	15	2,142	855	118,774
Pipestone	240	35	8,372	146	34,927	1,005	241,268
Rochester	50	80	4,000	236	11,789	486	24,298
St. Cloud	600	27	16,187	58	35,003	996	597,428
St. Paul	1,586	48	76,395	202	320,603	483	765,568
Staples	398	49	19,237	40	16,042	1,471	585,534
Thief River Falls	363	-	-	22	8,120	710	257,693
Wadena	251	59	14,824	12	2,985	710	178,290
Willmar	675	22	14,611	23	15,619	853	575,882
Winona	443	35	15,590	-	-	-	-
TOTAL	11,401	$ 45	$437,072	$136	$1,358,705	$ 773	$7,727,224

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[4]Include fees, supplies, and tuition (for out-of-state students and Minnesota students over age 21).
[5]Data reflect specific information available for each institution. Adjustments were made to arrive at "per student" information where aggregate information was not available.

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COSTS* OF TWO-YEAR POST-SECONDARY EDUCATION PROGRAMS, FISCAL YEAR 1969[1]

INSTITUTION	FEDERAL PER STUDENT	FEDERAL TOTAL FEDERAL	OTHER PER STUDENT	OTHER TOTAL OTHER	TOTAL PER STUDENT	TOTAL TOTAL COSTS
AREA VO.-TECH. SCHOOLS[5]						
Alexandria	$ 81	$ 76,095	$ 52	$ 49,146	$ 984	$ 929,194
Anoka	100	37,094	64	23,625	2,038	758,066
Austin	104	36,980	211	75,066[6]	1,742	618,464
Bemidji	162	22,101	7	1,000	1,332	181,214
Brainerd	91	24,045	8	2,094	1,094	287,913
Canby	131	33,530	117	30,065	1,169	299,232
Detroit Lakes	123	25,780	210	44,038	1,098	230,637
Duluth	79	83,028	5	5,632	569	598,730
Eveleth	137	17,508	45	5,775	1,009	129,210
Faribault	200	48,234	64	15,354	1,618	389,996
Granite Falls	91	19,851	34	7,472	1,131	247,729
Hibbing	121	25,873	76	16,281	1,183	253,239
Jackson	136	53,291	11	4,123	1,134	443,377
Mankato	91	52,056	9	4,883	1,306	745,944
Minneapolis	-	-	-	-	-	-
Moorhead	88	30,566	132	45,785	1,022	355,726
Pine City	115	15,996	122	16,970	1,175	163,402
Pipestone	116	27,867	764	183,372	2,066	495,806
Rochester	135	6,758	2	118	939	46,963
St. Cloud	91	54,813	89	53,573	1,261	757,004
St. Paul	99	157,521	71	112,639	903	1,432,726
Staples	214	85,249	191	76,089	1,965	782,151
Thief River Falls	132	47,880	319	115,960[6]	1,184	429,653
Wadena	155	38,833	64	16,164	1,000	251,096
Willmar	122	82,372	117	78,940	1,137	767,424
Winona	-	-	-	-	-	(15,590)
TOTAL	$110	$1,103,321	$ 98	$984,164	$1,159	$11,594,896

[6]Includes tuition.

SOURCES: Higher Education General Information Survey 1968-1969. Vocational-Technical Education Division, Minnesota State Department of Education.

EXHIBIT A

The following is an outline of the study objectives, components, and structure adopted by the Minnesota Higher Education Coordinating Commission and its Planning Committee B:

AREA VOCATIONAL SCHOOLS STUDY

I. Objectives: To examine the relationship between public area vocational-technical schools and other post-secondary institutions and to identify any changes which might provide improved effectiveness and/or economy of effort in meeting both the vocational and the total post-secondary education needs of Minnesota.

II. Study Components:

A. Assessment of the similarities and differences in mission of vocational schools and other institutions through:

1. Comparative analysis of the characteristics of student populations being served by vocational schools and other institutions.

2. Comparative analysis of the occupational curricular offerings of vocational schools and other institutions.

B. Assessment of the interaction between vocational schools and other institutions through:

1. Analysis of existing and potential cooperative programs and joint use of facilities, personnel, courses, and services.

2. Analysis of recent and projected transfer of students between vocational schools and other institutions.

C. Examination of any differences in approach to occupational education between vocational schools and other institutions, including:

1. The philosophical bases for any differences in approach.

2. Any evidence of differential results from approaches to occupational education.

D. Comparative analysis of the cost between vocational schools and occupational programs in other institutions, including costs to:

1. Student

2. State

3. Other

III. Structure for Conducting Study:

A. Basic data will be collected and analyzed by the Commission staff with assistance of staff from the State Department of Education and post-secondary institutions of the state.

B. The appropriate Commission committee will review results of staff work and will prepare recommendations for consideration by the full Commission.

In addition to its regular meetings from September 1969 to August 1970, the Commission's Planning Committee met to receive several Commission staff study reports as well as a number of other presentations including:

1. HOUSE OF REPRESENTATIVES - HEARING OF EDUCATION SUBCOMMITTEE, October 3, 1969.

2. PRESENTATION TO HIGHER EDUCATION COORDINATING COMMISSION, by Robert P. Van Tries, Assistant Commissioner, Division of Vocational-Technical Education, October 24, 1969.

3. SUMMARY OF COMMENTS, by S. B. Kegler, Assistant Vice President, University of Minnesota, to Planning Committee B, HECC, January 9, 1970.

4. MINNESOTA STATE COLLEGE SYSTEM VOCATIONAL-TECHNICAL EDUCATION, a report to the Minnesota Higher Education Coordinating Commission, January 9, 1970.

5. REPORT TO THE MINNESOTA LEGISLATURE ON THE SELECTION OF A LOCATION FOR MINNESOTA'S TWENTIETH STATE JUNIOR COLLEGE, submitted by the State Junior College Board, January 19, 1970.

The Commission held a working session on February 27, 1970, to provide an opportunity for all persons to contribute additional information for possible use in the study (see Appendix B).

The Commission staff prepared 20 studies or background information documents which were designed to answer principal questions as part of the overall inquiry. The table of contents in this document (page iii), including the appendixes, serves to list these items.

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
February 5, 1970

A N N O U N C E M E N T

The Higher Education Coordinating Commission will meet at 1:00 p.m. on Friday, February 27, 1970, in the Auditorium of the State Office Building (Fuller Street entrance) in St. Paul to hear discussion regarding proposed alternatives affecting the governance of public post-secondary institutions in Minnesota. All interested persons are invited to attend.

The 1969 Minnesota State Legislature (Chapter 1154, Section 14, Subdivision 1(e), 1969 Laws of Minnesota) charged the Minnesota Higher Education Coordinating Commission with conducting an inquiry into the relationship between area vocational schools and other institutions of higher education in Minnesota. As a part of this inquiry, a planning committee of the Commission has heard presentations from the various components of higher education regarding present and proposed alternatives for the governance of public post-secondary institutions in Minnesota. Enclosed is a summary of the various alternatives which have been brought to the attention of the Commission.

As the next step in its inquiry, the Commission wishes to provide an opportunity for persons who are able to contribute additional information with respect to the appropriateness of any or all of the suggested alternatives to do so at a working session of the Commission. It should be emphasized that the Commission is seeking new ideas, alternatives, and relevant data as well as constructive responses to the alternatives already proposed. It is hoped that it will not be necessary to devote time during the working session to hearing a repetition of similar views. Instead, the Commission will be eager to hear diverse testimony which will lead to new understanding and ultimate solution of the question with which it is now confronted.

In order that adequate opportunity may be provided for all interested persons to appear during the working session, individuals who wish to be heard are requested to limit their remarks to ten minutes. If desired, these remarks may be supplemented by a written statement of any length. Since it will be necessary to prepare an agenda for the session in advance, please contact the Commission office by letter before February 15 if you wish to appear before the Commission during the working session on the afternoon of February 27. All such requests will be confirmed as the agenda is developed.

EXHIBIT B

COMMISSION WORKING SESSION: FEBRUARY 27, 1970

The following materials are related to a working session which the Minnesota Higher Education Coordinating Commission held on February 27, 1970. This session provided an opportunity for all persons to contribute additional information for possible use in the study.

In addition to the verbal presentations at the working session, a number of written letters and documents were submitted to the Commission in connection with the working session, including:

1. Statement on Governance of Public Post-Secondary Institutions by Robert P. Van Tries, Assistant Commissioner, Division of Vocational-Technical Education.

2. Letter from David M. Brown, Superintendent, Goodridge Public Schools, Independent School District Number 561, Pennington and Marshall Counties.

3. Letter from John E. Carroll, President, American Hoist & Derrick Company, Saint Paul, Minnesota 55107.

4. Letter from Erling H. Kolke, Superintendent, Independent School District Number 341, Atwater, Minnesota 56209.

5. Letter from James E. Sauter, Superintendent, Independent School District Number 318, Itasca County, Grand Rapids, Minnesota 55744.

6. Letter from Dr. A. E. Jacobson, Chairman, Northland State Junior College, Advisory Committee.

7. Letter from S. K. Rimestad, Superintendent of Schools, Independent School District Number 697, Eveleth, Minnesota 55734.

8. Statement by the University of Minnesota.

9. Recommendations on Vocational Education from W. Klausler.

10. Statement by Dr. John P. Walsh, President, Dunwoody Industrial Institute.

11. Change, Relevance, and Governance of Minnesota Higher Education, by Thomas G. Mortenson, Student, University of Minnesota.

12. Hennepin County Area Vocational-Technical School, by Carlton W. Lytle, Superintendent of Schools, Richfield, Minnesota.

13. Statement by Dr. Duane R. Lund, Superintendent of Schools, Staples, Minnesota.

14. Statement by John W. Windhorst, Chairman, Post-High School Education Committee, Citizens League, to Minnesota Higher Education Coordinating Commission.

15. Statement by Martin H. Weltman, Instructor, Anoka-Ramsey State Junior College.

16. MHECC Transcript of February 27, 1970, Commission Working Session.

17. Statement adopted by vote of the State Advisory Council for Vocational Education on April 7, 1970, by Jerry Enright, Executive Director.

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION
Suite 400 - Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

POSSIBLE ALTERNATIVES AFFECTING GOVERNANCE OF PUBLIC POST-SECONDARY INSTITUTIONS IN MINNESOTA

INTRODUCTION - The 1969 Minnesota State Legislature charged the Minnesota Higher Education Coordinating Commission with conducting an inquiry into the relationship between area vocational schools and other institutions of higher education in Minnesota. A variety of alternatives, some of which may be more viable than others, has been proposed in response to this inquiry. It is the belief of the Commission, however, that all alternatives, regardless of their appeal or feasibility, should receive consideration. For this reason, the following list of possible alternatives has been compiled. Your reaction to these alternatives as well as any others which you may care to propose is invited.

POSSIBLE ALTERNATIVES -

1. The administration of two-year post-secondary programs should continue to be diversified, with all public systems offering two-year programs and the current State Board for Vocational Education reviewing those programs for which reimbursement from federal funds reserved for vocational education is sought.

2. The administration of two-year post-secondary programs should continue to be diversified, with all public systems offering two-year programs and the current State Board for Vocational Education reviewing those programs for federal reimbursement except that, in those communities in which both an area vocational-technical school and a state junior college or other two-year public collegiate opportunity exist, various cooperative arrangements, up to and including merger of the area vocational-technical school with the collegiate institution, should be encouraged.

3. The administration of two-year post-secondary programs should be coordinated by a new operating board which would assume responsibility for all terminal two-year post-secondary programs regardless of the system which presently offers those programs. The new board should be authorized to administer federal funds for the reimbursement of post-secondary vocational-technical programs and should operate a variety of two-year post-secondary institutions, including community colleges, technical colleges, area vocational-technical schools, and junior colleges, depending upon the special needs of the population to be served.

4. The administration of all two-year post-secondary programs should be coordinated under the present State Junior College System. Responsibility for the review of vocational-technical programs and the administration of federal funds reserved for those programs should be transferred to the State Junior College Board.

POSSIBLE ALTERNATIVES AFFECTING GOVERNANCE OF
PUBLIC POST-SECONDARY INSTITUTIONS IN MINNESOTA - 2

5. The administration of all two-year post-secondary programs should be assigned to the present State Board of Education in order that it may coordinate public education through the 14th year. The State Board of Education should continue to review and reimburse vocational-technical programs, but the scope of its responsibilities should be enlarged to include general transfer or two-year liberal arts programs as well as terminal vocational programs.

6. The University of Minnesota Board of Regents should assume responsibility for the administration of public post-secondary institutions in Minnesota, regardless of the level of their program offerings. Responsibility for the review of technical programs and the dissemination of federal funds for vocational education should remain with the State Board for Vocational Education.

7. The administration of two-year post-secondary programs should continue to be diversified, with all public systems offering programs. However, responsibility for the coordination of these programs should be delegated by the legislature to the Minnesota Higher Education Coordinating Commission by (a) strengthening program review procedures with legislative statutes and (b) assigning responsibility for the dissemination of federal funds for post-secondary vocational programs to the Commission.

8. The administration of all public post-secondary institutions should be coordinated under a series of regional boards which would supersede the present systems approach. Each regional board would have complete fiscal and governing authority for the public institutions in its region, regardless of the existing type and nature of these institutions. The only operating board with statewide responsibilities would be the University of Minnesota Board of Regents, and these statewide responsibilities would be solely for graduate and professional education. Responsibility for the review of vocational-technical programs and the reimbursement of these programs from federal funds should remain with the State Board of Education.

9. The administration of all two-year post-secondary programs should be coordinated under the present State Junior College System. Responsibility for the review of vocational-technical programs and the administration of federal funds reserved for those programs should remain with the present State Board for Vocational Education.

10. The administration of all public post-secondary institutions which offer programs of two years or less should be coordinated under a series of regional boards. Each regional board would have complete fiscal and governing authority for the public two-year institutions in its region, including technical colleges, community colleges, area vocational-technical schools, and junior colleges. Responsibility for the dissemination of federal funds for vocational education should remain with the State Board of Education.

11. The State College Board should assume responsibility for the administration of all two-year post-secondary programs. Technical colleges, state

POSSIBLE ALTERNATIVES AFFECTING GOVERNANCE OF
PUBLIC POST-SECONDARY INSTITUTIONS IN MINNESOTA - 3

junior colleges, and area vocational-technical schools should be merged under the State College Board. Responsibility for the dissemination of federal funds for vocational education should remain with the State Board for Vocational Education.

12. Local school districts should continue to operate area vocational-technical schools, but the responsibility for the review of vocational-technical programs and the dissemination of federal funds should be transferred to the State Junior College Board.

13. The coordination of two-year post-secondary programs and control for awarding certificates and associate degrees should be administered by a new Board for Community Colleges which would govern a statewide system of comprehensive two-year institutions. Each community college would be responsible to a local board authorized to perform operating duties as delegated by the State Board. Institutions to become a part of the state community college system would include present state junior colleges and technical colleges as well as those area vocational-technical schools who choose to become state institutions. In the latter instance, local school districts will be reimbursed for the amount which local taxes have contributed to vocational school buildings and equipment. The Board for Community Colleges would distribute federal funds for post-secondary vocational education and subsequently approve and supervise all post-secondary programs.

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION
Suite 400 - Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

A G E N D A
1:00 p.m. -- February 27, 1970
Auditorium -- State Office Building

1:00 p.m.	William C. Knaak, Superintendent Northeastern Metropolitan Intermediate School District No. 916
1:10 p.m.	Mrs. Darcy Truax, Factory Employment Manager Honeywell Corporation
1:20 p.m.	Floyd Coughtry, President St. Cloud Trades and Labor Assembly
1:30 p.m.	Walter Klausler, Training Director Thermo King Corporation
1:40 p.m.	Dr. Jack Walsh, President Dunwoody Industrial Institute
1:50 p.m.	Howard Rosenwinkel, Director Anoka Area Vocational-Technical School
2:00 p.m.	Rick Watson, student Anoka Area Vocational-Technical School
2:10 p.m.	Douglas Manske, student Anoka Area Vocational-Technical School
2:20 p.m.	Shelly Haij, student Anoka Area Vocational-Technical School
2:30 p.m.	Duane R. Lund, Superintendent Staples Public Schools
2:40 p.m.	Vernon R. Maack, Director Alexandria Area Technical School
2:50 p.m.	James Lang, Technical Advisor Minneapolis Chapter of National Electrical Contractors Association
3:00 p.m.	R. Pinola, Director of Research and Planning Minnesota Department of Manpower Services

3:10 p.m.	Sig K. Rimestad, Superintendent Independent School District No. 697, Eveleth
3:20 p.m.	Richard E. Emery, Superintendent Hennepin County Area Vocational-Technical School
3:30 p.m.	Darwin Draisey, Secretary Director Minneapolis Joint Apprenticeship and Training Committee
3:40 p.m.	Tom Mortenson Architecture student, University of Minnesota
3:50 p.m.	Dr. W. A. Gessner, President Inver Hills State Junior College
4:00 p.m.	Dr. Carl R. Gerber, President Lakewood State Junior College
4:10 p.m.	Dr. John F. Helling, President North Hennepin State Junior College
4:20 p.m.	Mr. Victor Charles, President Northland State Junior College
4:30 p.m.	Martin Weltman, Faculty member Anoka-Ramsey State Junior College

EXHIBIT C

MINNESOTA POST-SECONDARY INSTITUTIONS

- Planning Regions
- Institution Type
- Student Body
- Calendar System
- Control/Affiliation
- Location: City and County
- Year of Establishment

Prepared by the
Staff of the

MINNESOTA HIGHER EDUCATION COORDINATING COMMISSION

June 1970

TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS, TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
REGION 1						
Kittson	STATE JUNIOR COLLEGES (1)					
Marshall	Northland	coed	quarter	state	Thief River Falls (Pennington)	1965
Norman						
Pennington	UNIVERSITY OF MINN. (1)					
Polk	Univ. Technical College	coed	quarter	state	Crookston (Polk)	1964
Red Lake						
Roseau	AREA VO.-TECH. SCHOOLS (1)					
	Thief River Falls	coed	variable	district	Thief River Falls (Pennington)	1949
	PRIVATE JUNIOR COLLEGES (1)					
	Corbett College	coed	quarter	Roman Catholic	Crookston (Polk)	1956
REGION 2						
Beltrami	STATE COLLEGES (1)					
Clearwater	Bemidji	coed	quarter	state	Bemidji (Beltrami)	1919
Hubbard						
Lake of Woods	AREA VO.-TECH. SCHOOLS (1)					
Mahnomen	Bemidji	coed	variable	district	Bemidji (Beltrami)	1966
REGION 3						
Aitkin	STATE JUNIOR COLLEGES (5)					
Carlton	Hibbing	coed	quarter	state	Hibbing (St. Louis)	1916
Cook						
Itasca	Itasca	coed	quarter	state	Grand Rapids (Itasca)	1922
Koochiching						
Lake	Mesabi	coed	quarter	state	Virginia (St. Louis)	1921
St. Louis						
	Rainy River	coed	quarter	state	International Falls (Koochiching)	1966
	Vermilion	coed	quarter	state	Ely (St. Louis)	1922
	UNIVERSITY OF MINN. (1)					
	Duluth	coed	quarter	state	Duluth (St. Louis)	1947

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TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS, TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
(REGION 3 cont.)	AREA VO.-TECH. SCHOOLS (3)					
	Duluth	coed	variable	district	Duluth (St. Louis)	1950
	Eveleth	coed	variable	district	Eveleth (St. Louis)	1963
	Hibbing	coed	variable	district	Hibbing (St. Louis)	1962
	PRIVATE 4-YEAR COLLEGES (1)					
	St. Scholastica	women	quarter	Roman Catholic	Duluth (St. Louis)	1909
REGION 4						
Becker	STATE JUNIOR COLLEGES (1)					
Clay	Fergus Falls	coed	quarter	state	Fergus Falls (Otter Tail)	1960
Douglas						
Grant	STATE COLLEGES (1)					
Otter Tail	Moorhead	coed	quarter	state	Moorhead (Clay)	1885
Pope						
Stevens	UNIVERSITY OF MINN. (1)					
Traverse	Morris	coed	quarter	state	Morris (Stevens)	1959
Wilkin						
	AREA VO.-TECH. SCHOOLS (3)					
	Alexandria	coed	variable	district	Alexandria (Douglas)	1961
	Detroit Lakes	coed	variable	district	Detroit Lakes (Becker)	1966
	Moorhead	coed	variable	district	Moorhead (Clay)	1966
	PRIVATE 4-YEAR COLLEGES (1)					
	Concordia	coed	semester	American Lutheran	Moorhead (Clay)	1891
REGION 5	STATE JUNIOR COLLEGES (1)					
Cass	Brainerd	coed	quarter	state	Brainerd (Crow Wing)	1938
Crow Wing						
Morrison	AREA VO.-TECH. SCHOOLS (3)					
Todd	Brainerd	coed	variable	district	Brainerd (Crow Wing)	1964
Wadena						

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TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
(REGION 5 cont.)	AREA VO.-TECH. SCHOOLS (continued)					
	Staples	coed	variable	district	Staples (Todd)	1960
	Wadena	coed	variable	district	Wadena (Wadena)	1960
REGION 6						
Big Stone	STATE JUNIOR COLLEGES (1)					
Chippewa	Willmar	coed	quarter	state	Willmar (Kandiyohi)	1961
Kandiyohi						
Lac qui Parle	AREA VO.-TECH. SCHOOLS (4)					
McLeod	Canby	coed	variable	district	Canby (Yellow Medicine)	1965
Meeker						
Renville	Granite Falls	coed	variable	district	Granite Falls (Yellow Medicine)	1965
Swift						
Yellow Medicine	Hutchinson	coed	variable	district	Hutchinson (McLeod)	1970
	Willmar	coed	variable	district	Willmar (Kandiyohi)	1961
REGION 7	STATE COLLEGES (1)					
Benton	St. Cloud	coed	quarter	state	St. Cloud (Stearns)	1869
Chisago						
Isanti	AREA VO.-TECH. SCHOOLS (2)					
Kanabec	Pine City	coed	variable	district	Pine City (Pine)	1966
Mille Lacs						
Pine	St. Cloud	coed	variable	district	St. Cloud (Stearns)	1948
Sherburne						
Stearns	PRIVATE 4-YEAR COLLEGES (2)					
Wright	St. Benedict	women	semester	Roman Catholic	St. Joseph (Stearns)	1858
	St. John's	men	term	Roman Catholic	Collegeville (Stearns)	1856
	PRIVATE JUNIOR COLLEGES (1)					
	Crosier Seminary	men	semester	Roman Catholic	Onamia (Mille Lacs)	1922

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TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS, TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
REGION 8	STATE JUNIOR COLLEGES (1)					
Cottonwood Jackson Lincoln Lyon Murray Nobles Pipestone Redwood Rock	Worthington	coed	quarter	state	Worthington (Nobles)	1936
	STATE COLLEGES (1)					
	Southwest	coed	quarter	state	Marshall (Lyon)	1967
	AREA VO.-TECH. SCHOOLS (2)					
	Jackson	coed	variable	district	Jackson (Jackson)	1964
	Pipestone	coed	variable	district	Pipestone (Pipestone)	1967
REGION 9	STATE COLLEGES (1)					
Blue Earth Brown Faribault Le Sueur Martin Nicollet Sibley Waseca Watonwan	Mankato	coed	quarter	state	Mankato (Blue Earth)	1866
	AREA VO.-TECH. SCHOOLS (1)					
	Mankato	coed	variable	district	Mankato (Blue Earth)	1947
	PRIVATE 4-YEAR COLLEGES (2)					
	Dr. Martin Luther	coed	semester	Wis. Evangelical Lutheran Synod	New Ulm (Brown)	1884
	Gustavus Adolphus	coed	semester	Lutheran Church of America	St. Peter (Nicollet)	1862
	PRIVATE JUNIOR COLLEGES (1)					
	Bethany Lutheran	coed	semester	Evangelical Lutheran Synod	Mankato (Blue Earth)	1911
REGION 10	STATE JUNIOR COLLEGES (2)					
Dodge Fillmore Freeborn Goodhue Houston Olmsted Mower Rice Steele Wabasha Winona	Austin	coed	quarter	state	Austin (Mower)	1940
	Rochester	coed	quarter	state	Rochester (Olmsted)	1915
	STATE COLLEGES (1)					
	Winona	coed	quarter	state	Winona (Winona)	1858
	AREA VO.-TECH. SCHOOLS (5)					
	Albert Lea	coed	variable	district	Albert Lea (Freeborn)	1969
	Austin	coed	variable	district	Austin (Mower)	1951

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TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS, TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
REGION 10 (cont.)	AREA VO.-TECH SCHOOLS (continued)					
	Faribault	coed	variable	district	Faribault (Rice)	1966
	Rochester	coed	variable	district	Rochester (Olmsted)	1967
	Winona	coed	variable	district	Winona (Winona)	1948
	PRIVATE 4-YEAR COLLEGES (5)					
	Carleton	coed	term	independent	Northfield (Rice)	1866
	Lea	coed	trimester	independent	Albert Lea (Freeborn)	1966
	St. Mary's	men	semseter	Roman Catholic	Winona (Winona)	1912
	St. Olaf	coed	term	American Lutheran	Northfield (Rice)	1874
	St. Teresa	women	semester	Roman Catholic	Winona (Winona)	1907
REGION 11	STATE JUNIOR COLLEGES (6)					
Anoka Carver Dakota Hennepin Ramsey Scott Washington	Anoka-Ramsey	coed	quarter	state	Coon Rapids (Anoka)	1965
	Inver Hills	coed	quarter	state	Inver Grove Heights (Dakota)	opens fall 1970
	Lakewood	coed	quarter	state	White Bear Lake (Ramsey)	1967
	Metropolitan	coed	quarter	state	Minneapolis (Hennepin)	1965
	Normandale	coed	quarter	state	Bloomington (Hennepin)	1968
	North Hennepin	coed	quarter	state	Osseo (Hennepin)	1966
	UNIVERSITY OF MINN. (1)					
	Minneapolis/St. Paul	coed	quarter	state	Minneapolis/St. Paul (Hennepin/Ramsey)	1851

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TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS, TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
REGION 11 (cont.)	AREA VO.-TECH. SCHOOLS (3)					
	Anoka	coed	variable	district	Anoka (Anoka)	1967
	Minneapolis	coed	variable	district	Minneapolis (Hennepin)	1955
	St. Paul	coed	variable	district	St. Paul (Ramsey)	1952
	PRIVATE 4-YEAR COLLEGES (11)					
	Augsburg	coed	term	American Lutheran	Minneapolis (Hennepin)	1872
	Bethel	coed	semester	Baptist	St. Paul (Ramsey)	1871
	Concordia	coed	quarter	Lutheran Mo. Synod	St. Paul (Ramsey)	1893
	Hamline	coed	quarter	Methodist	St. Paul (Ramsey)	1854
	Macalester	coed	term	United Presbyterian	St. Paul (Ramsey)	1874
	Mpls. College of Art and Design	coed	semester	independent	Minneapolis (Hennepin)	1886
	Minnesota Bible	coed	quarter	religious group	Minneapolis (Hennepin)	1913
	North Central Bible	coed	semester	religious group	Minneapolis (Hennepin)	1930
	St. Catherine	women	semester	Roman Catholic	St. Paul (Ramsey)	1905
	St. Paul Bible	coed	semester	religious group	Rural Branch (Carver)	1916
	St. Thomas	men-undergrad.; coed-grad. programs	semester	Roman Catholic	St. Paul (Ramsey)	1885
	PRIVATE PROF. SCHOOLS (5)					
	Luther Theol. Sem.	men	quarter	American Lutheran	St. Paul (Ramsey)	1876
	N.W. Lutheran Theol. Sem.	men	trimester	Lutheran Church of America	St. Paul (Ramsey)	1922

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TABLE 1: MINNESOTA POST-SECONDARY INSTITUTIONS BY PLANNING AREAS, TYPE, STUDENT BODY, CALENDAR SYSTEM, CONTROL/AFFILIATION, LOCATION, AND YEAR OF ESTABLISHMENT

PLANNING REGIONS AND COUNTIES	INSTITUTION AND TYPE	STUDENT BODY	CALENDAR SYSTEM	CONTROL/AFFILIATION	LOCATION AND COUNTY	YEAR ESTABLISHED
REGION 11 (cont.)	PRIVATE PROF. SCHOOLS (continued)					
	St. Paul Seminary	men	semester	Roman Catholic	St. Paul (Ramsey)	1894
	United Theol. Sem.	coed	quarter	United Church of Christ	New Brighton (Ramsey)	1862
	Wm. Mitchell College of Law	coed	semester	independent	St. Paul (Ramsey)	1900
	PRIVATE JUNIOR COLLEGES (2)					
	Golden Valley Lutheran	coed	quarter	Lutheran Bible Institute	Minneapolis (Hennepin)	1967
	St. Mary's	coed	quarter	Roman Catholic	Minneapolis (Hennepin)	1964

TABLE 2: CONTROL AND LEVEL OF POST-SECONDARY INSTITUTIONS IN MINNESOTA'S ELEVEN PLANNING REGIONS

MINNESOTA PLANNING REGIONS	INSTITUTIONS				
	PUBLIC	PRIVATE	TOTAL	TWO YEARS OR LESS	MORE THAN TWO YEARS
1	3	1	4	4	0
2	2	0	2	1	1
3	9	1	10	8	2
4	6	1	7	4	3
5	4	0	4	4	0
6	5	0	5	5	0
7	3	3	6	3	3
8	4	0	4	3	1
9	2	3	5	2	3
10	8	5	13	7	6
11	10	13*	23*	11	12
TOTALS	56	27	83	52	31

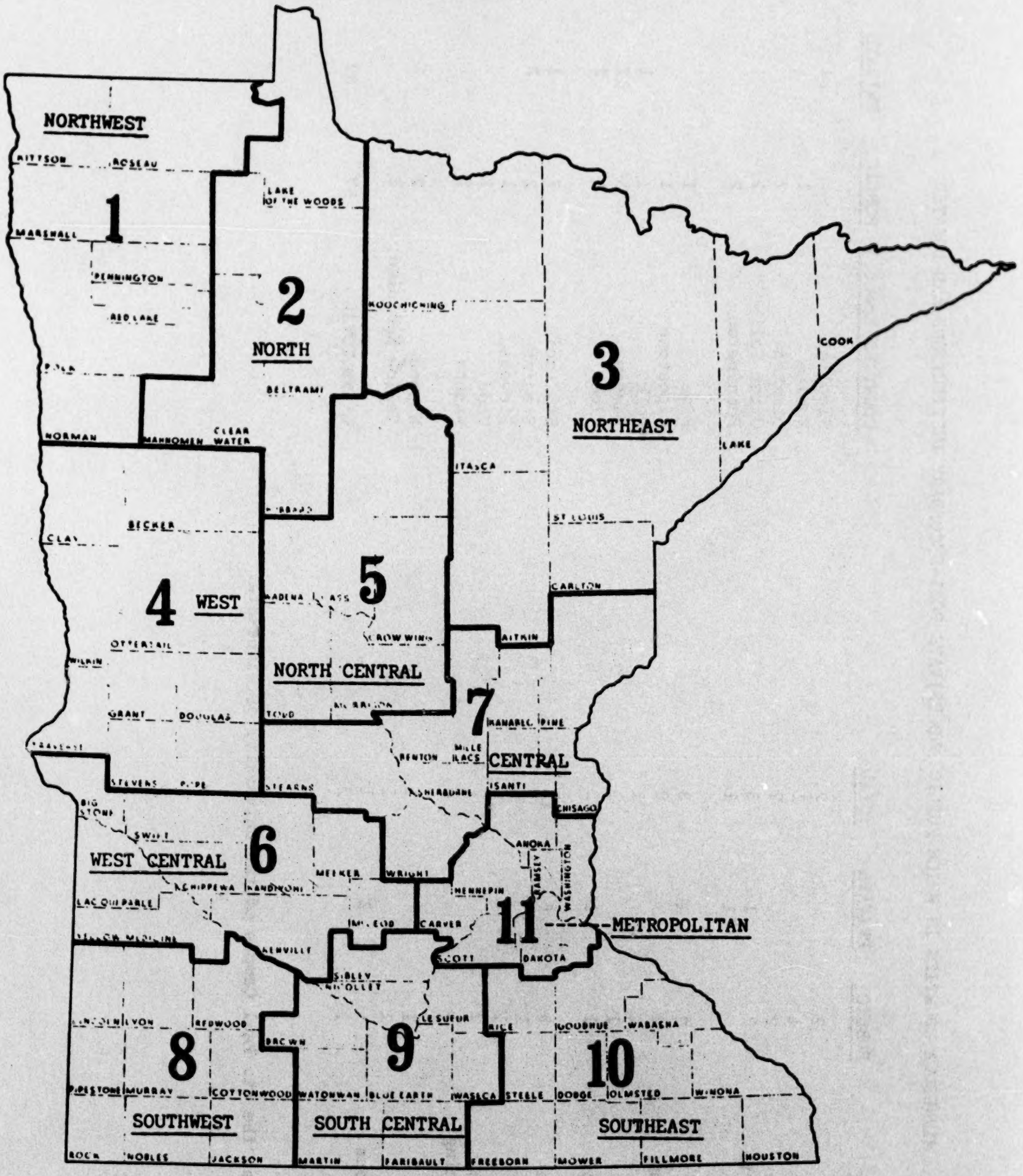
*Does not include five private professional schools in Planning Region Eleven.

TABLE 3: MINNESOTA COUNTIES IN WHICH PUBLIC AND PRIVATE POST-SECONDARY INSTITUTIONS ARE LOCATED

COUNTIES	PUBLIC	PRIVATE	TOTAL
Anoka	2		2
Becker	1		1
Beltrami	2		2
Blue Earth	2	1	3
Brown		1	1
Clay	2	1	3
Crow Wing	2		2
Dakota	1		1
Douglas	1		1
Freeborn	1	1	2
Hennepin	5	6	11
Itasca	1		1
Jackson	1		1
Kandiyohi	2		2
Koochiching	1		1
Lyon	1		1
McLeod	1		1
Mille Lacs		1	1
Mower	2		2
Nicollet		1	1
Nobles	1		1
Olmsted	2		2
Otter Tail	1		1
Pennington	2		2
Pine	1		1
Pipestone	1		1
Polk	1	1	2
Ramsey	3*	12	15
Rice	1	2	3
St. Louis	7	1	8
Stearns	2	2	4
Stevens	1		1
Todd	1		1
Wadena	1		1
Winona	2	2	4
Yellow Medicine	2		2
GRAND TOTAL	57	32	89

*Includes the St. Paul Campus of the University of Minnesota.

FIGURE 1



MINNESOTA PLANNING REGIONS
(JUNE, 1970)

EXHIBIT D

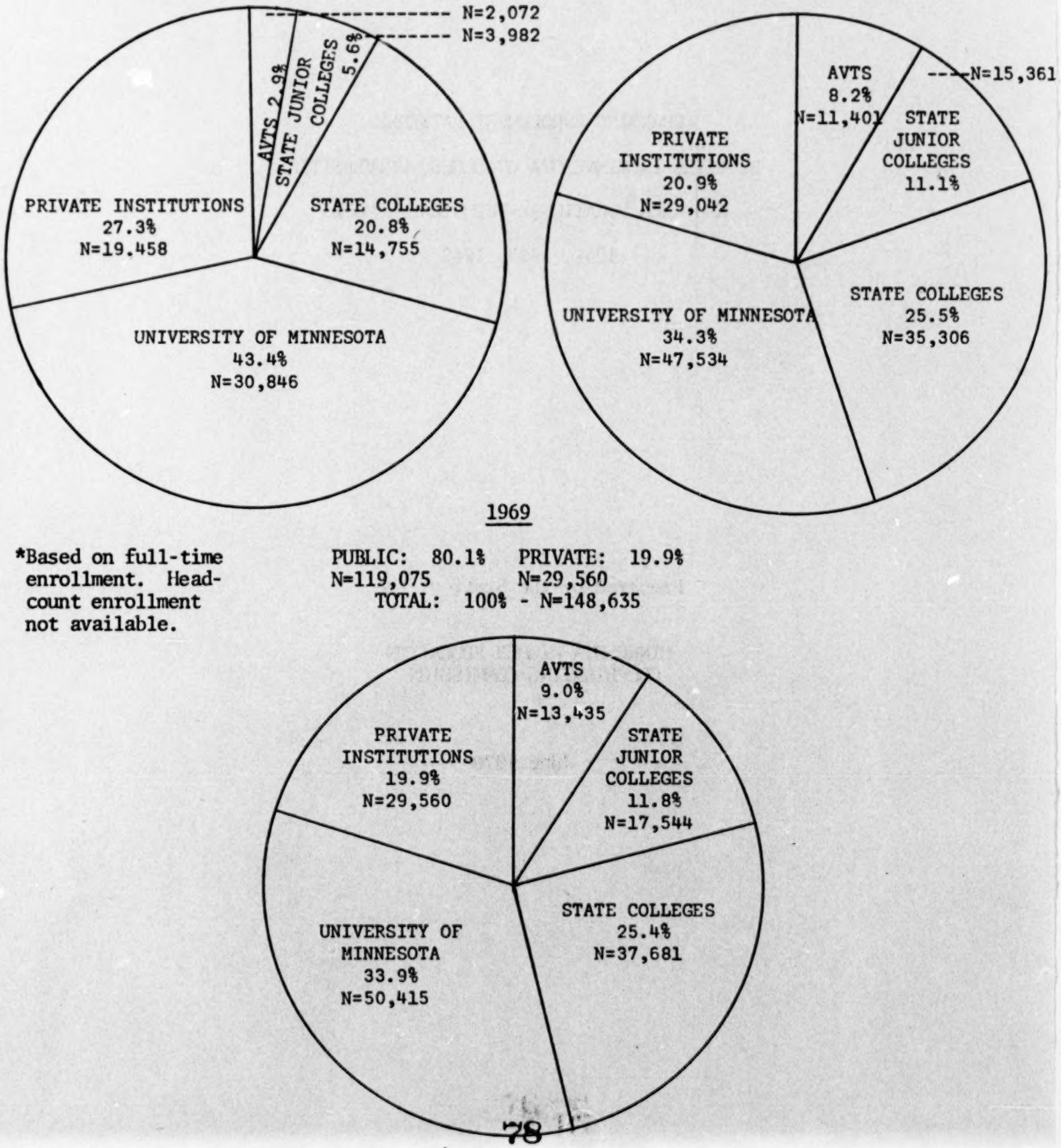
CHANGING ENROLLMENT PATTERNS
BY LEVEL IN MINNESOTA COLLEGES, UNIVERSITIES
AND AREA VOCATIONAL-TECHNICAL SCHOOLS
1961, 1968, 1969

Prepared by the Staff of the

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

June 1970

FIGURE I
FALL: TOTAL HEAD-COUNT ENROLLMENT

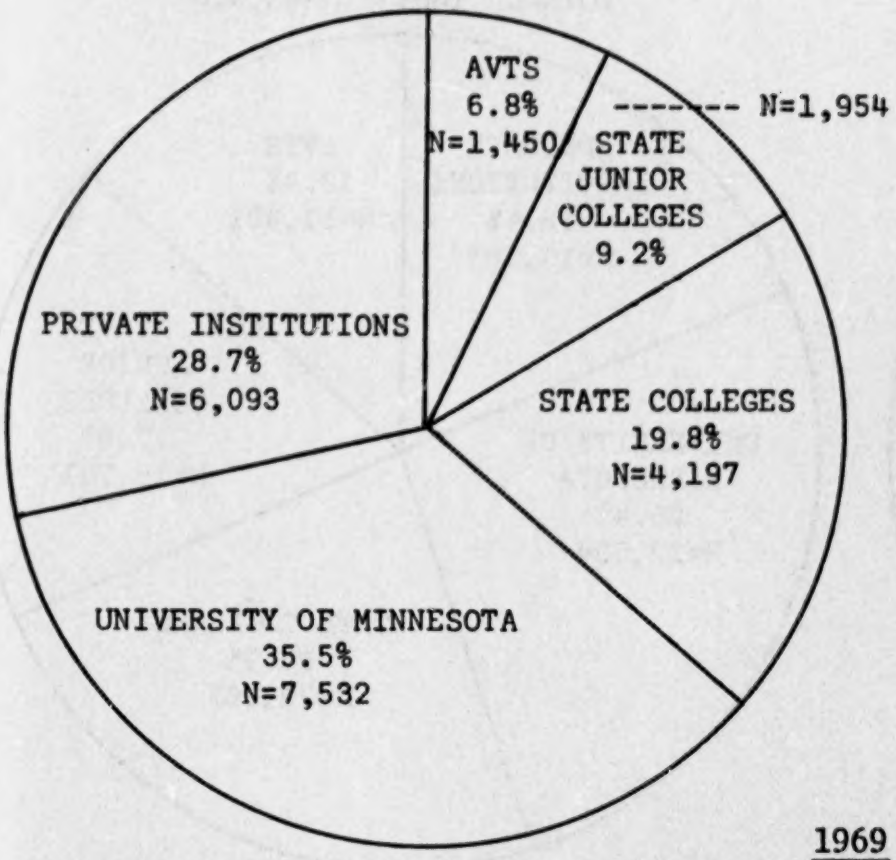


*Based on full-time enrollment. Head-count enrollment not available.

FIGURE II
FALL: ENTERING FRESHMEN HEAD-COUNT ENROLLMENT

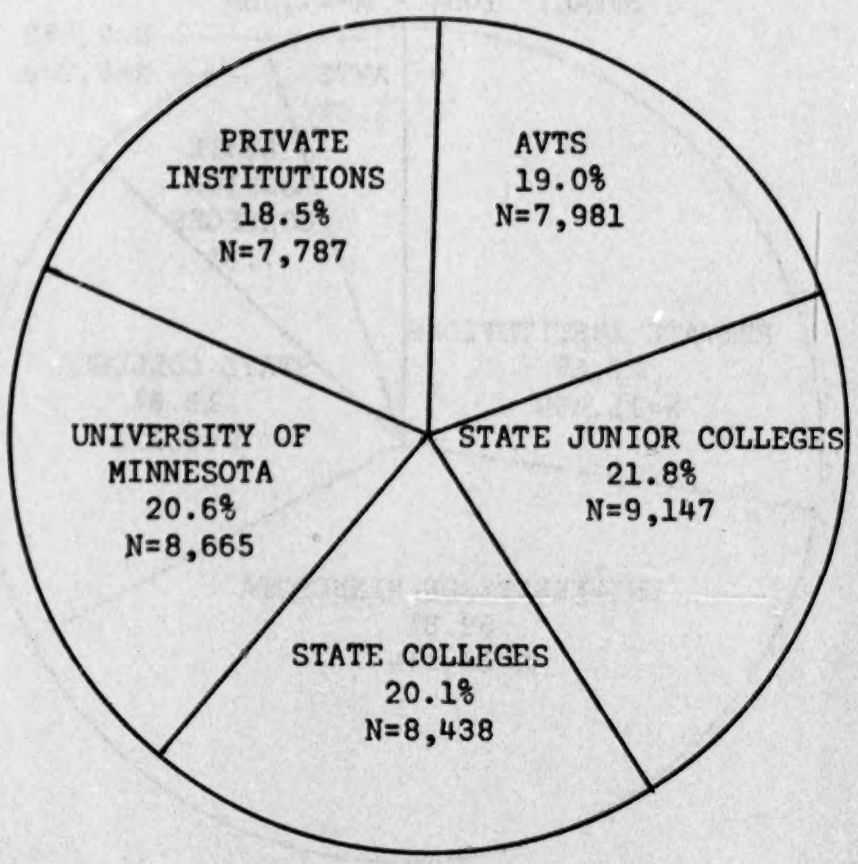
1961*

PUBLIC: 71.3% PRIVATE: 28.7%
N=15,133 N=6,093
TOTAL: 100% - N=21,226



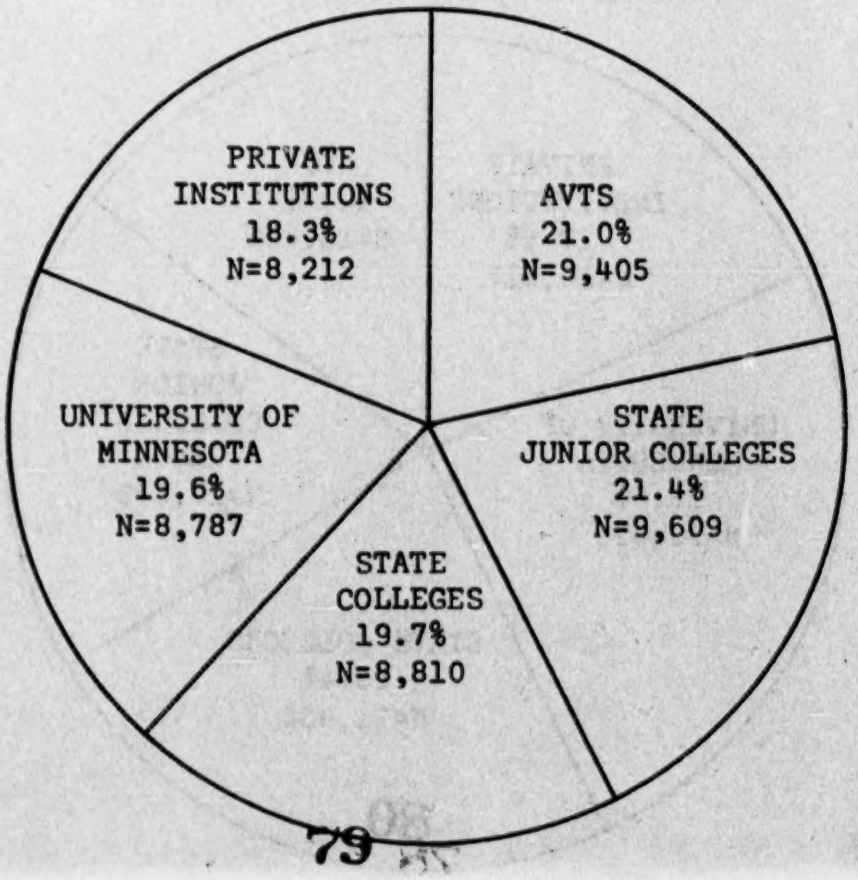
1968

PUBLIC: 81.5% PRIVATE: 18.5%
N=34,231 N=7,787
TOTAL: 100% - N=42,018



1969

PUBLIC: 81.7% PRIVATE: 18.3%
N=36,611 N=8,212
TOTAL: 100% - N=44,823

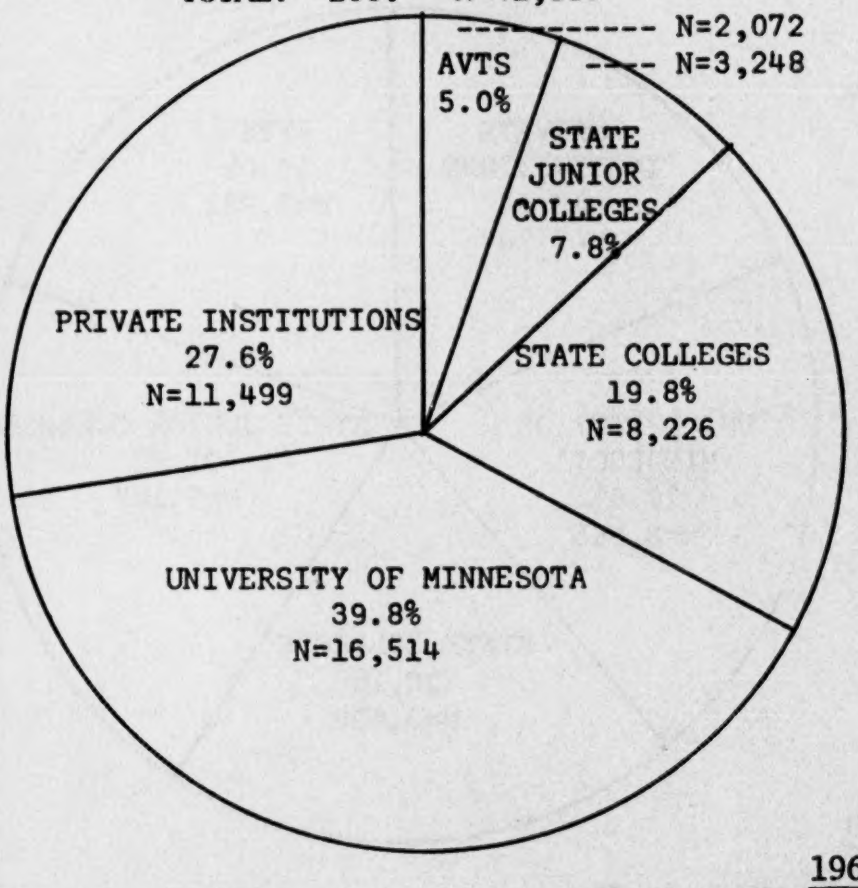


*Based on full-time enrollment. Head-count enrollment not available.

FIGURE III
FALL: LOWER DIVISION HEAD-COUNT ENROLLMENT

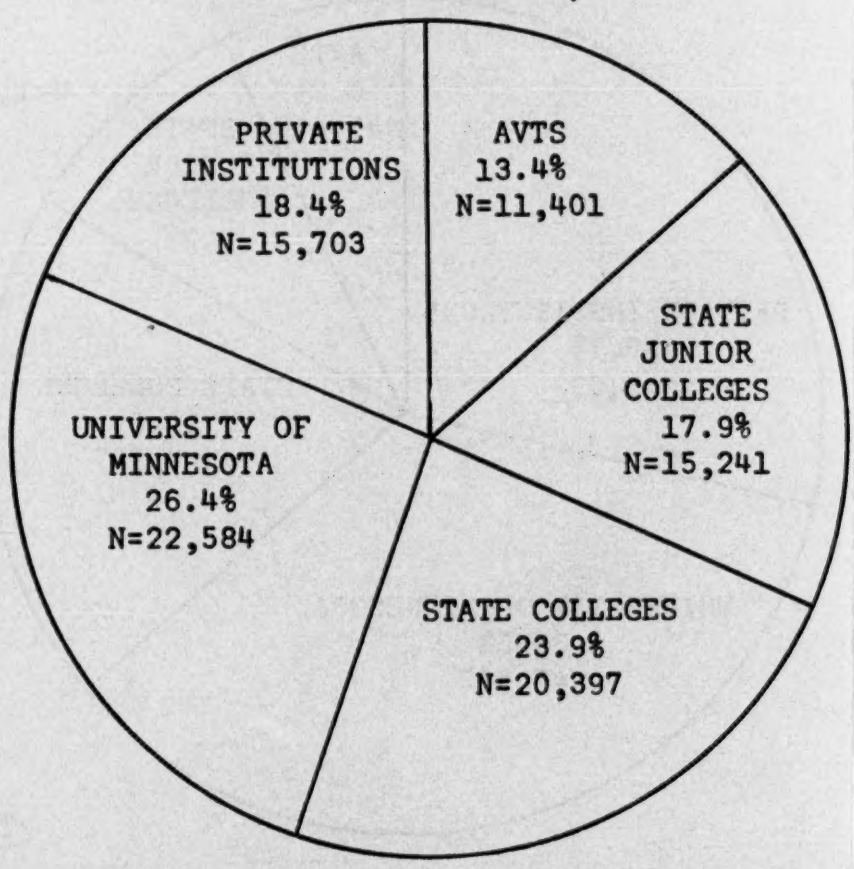
1961*

PUBLIC: 72.4% PRIVATE: 27.6%
N=30,060 N=11,306
TOTAL: 100% - N=41,559



1968

PUBLIC: 81.6% PRIVATE: 18.4%
N=69,623 N=15,703
TOTAL: 100% - N=85,326



1969

*Based on full-time enrollment. Head-count enrollment not available.

PUBLIC: 82.5% PRIVATE: 17.5%
N=75,666 N=16,017
TOTAL: 100% - N=91,683

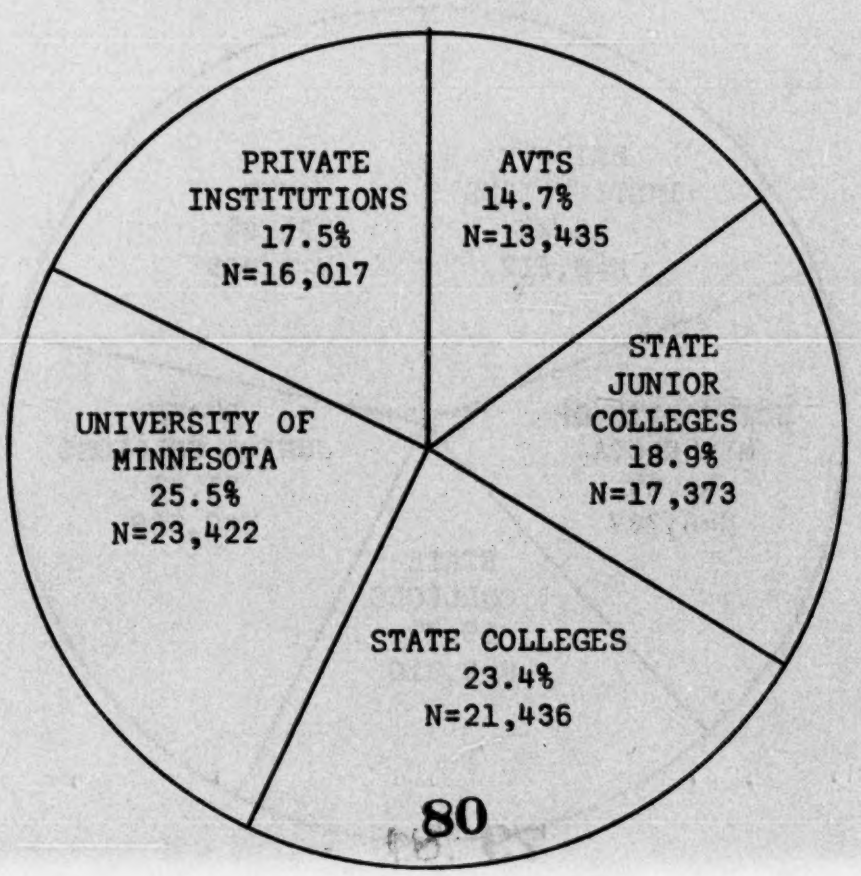
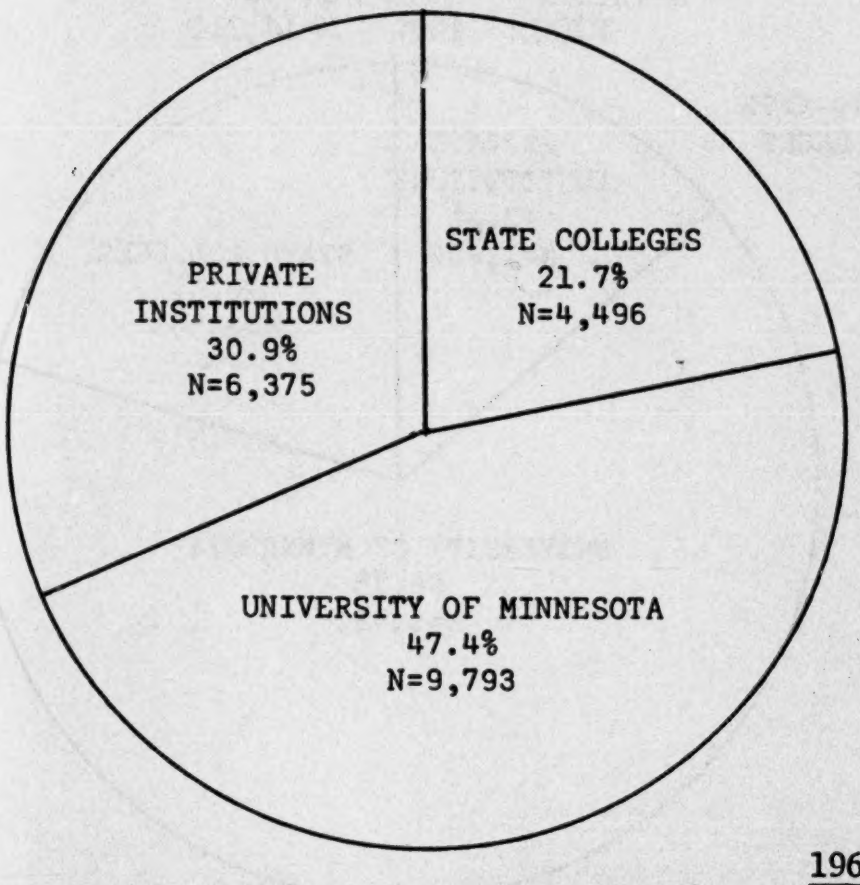


FIGURE IV
FALL: UPPER DIVISION HEAD-COUNT ENROLLMENT

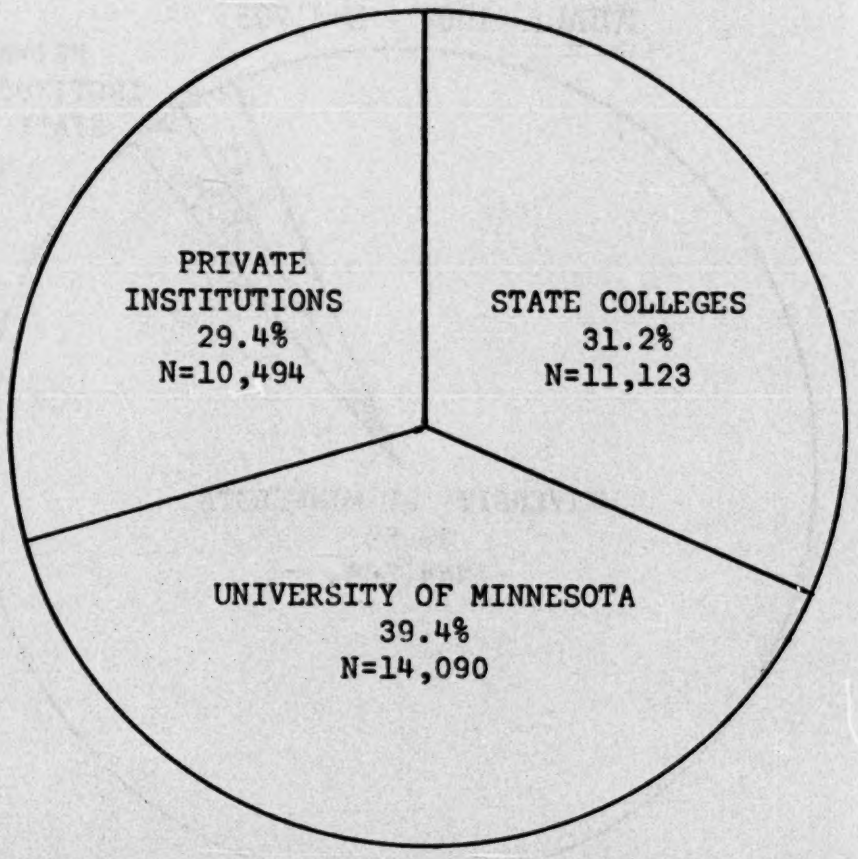
1961*

PUBLIC: 69.1% PRIVATE: 30.9%
N=14,289 N=6,375
TOTAL: 100% - N=20,664



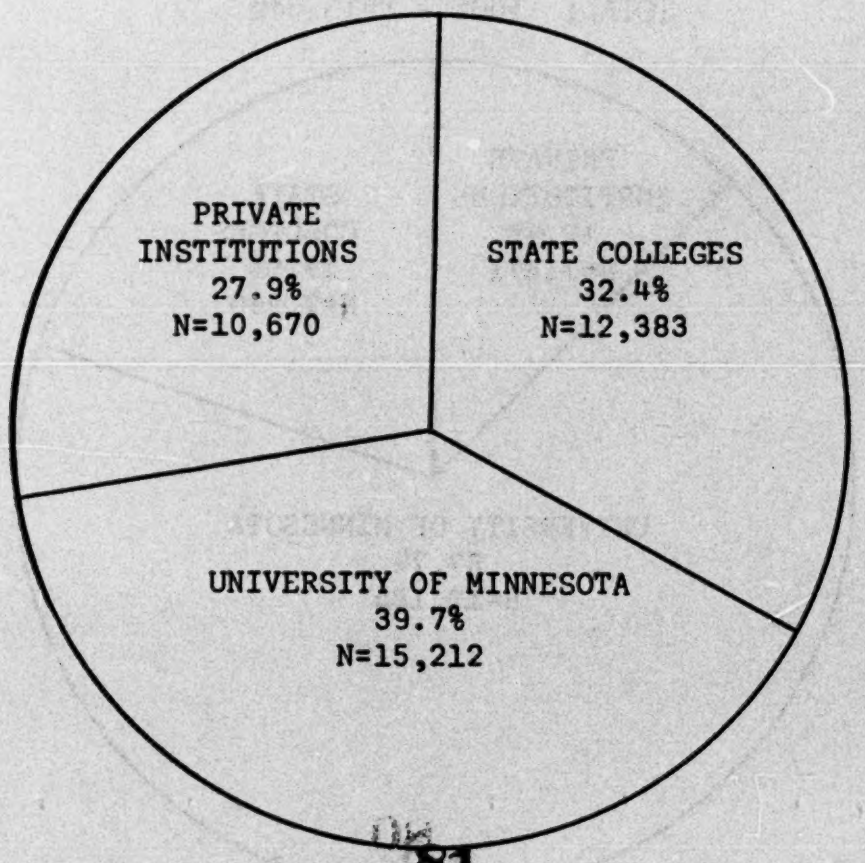
1968

PUBLIC: 70.6% PRIVATE: 29.4%
N=25,213 N=10,494
TOTAL: 100% - N=35,707



1969

PUBLIC: 72.1% PRIVATE: 27.9%
N=27,595 N=10,670
TOTAL: 100% - N=38,265

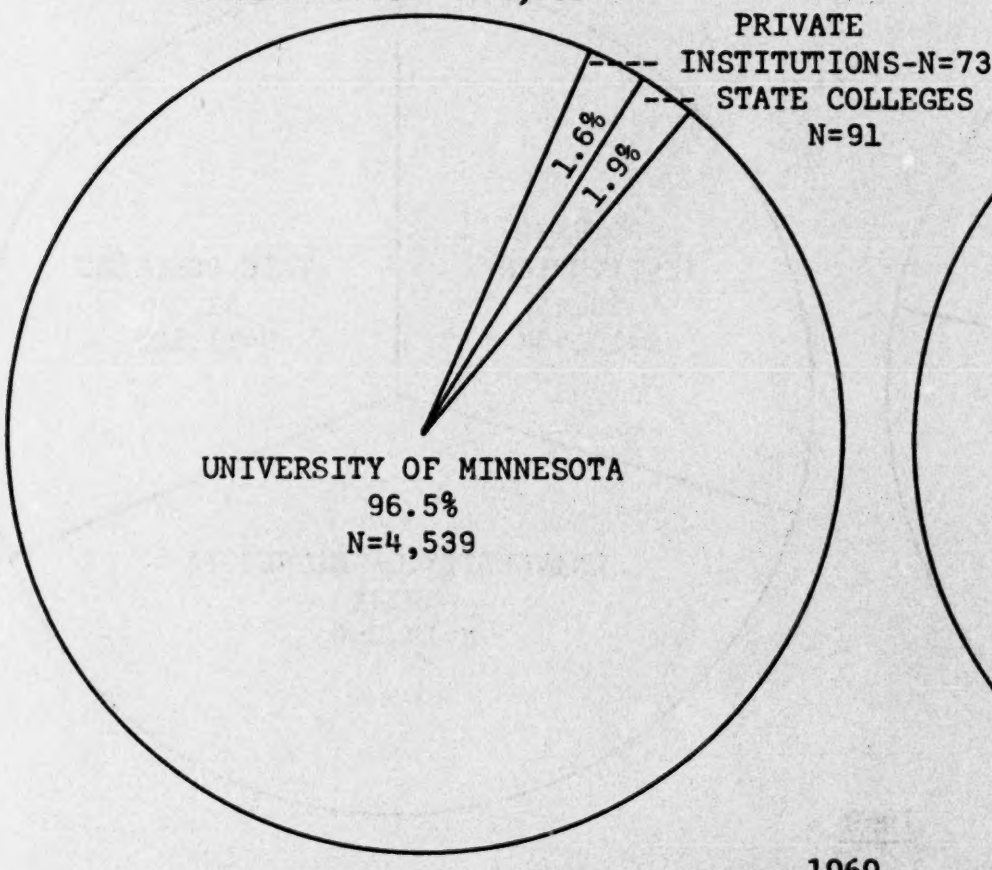


*Based on full-time enrollment. Head-count enrollment not available.

FIGURE V
FALL: POST-BACCALAUREATE HEAD-COUNT ENROLLMENT

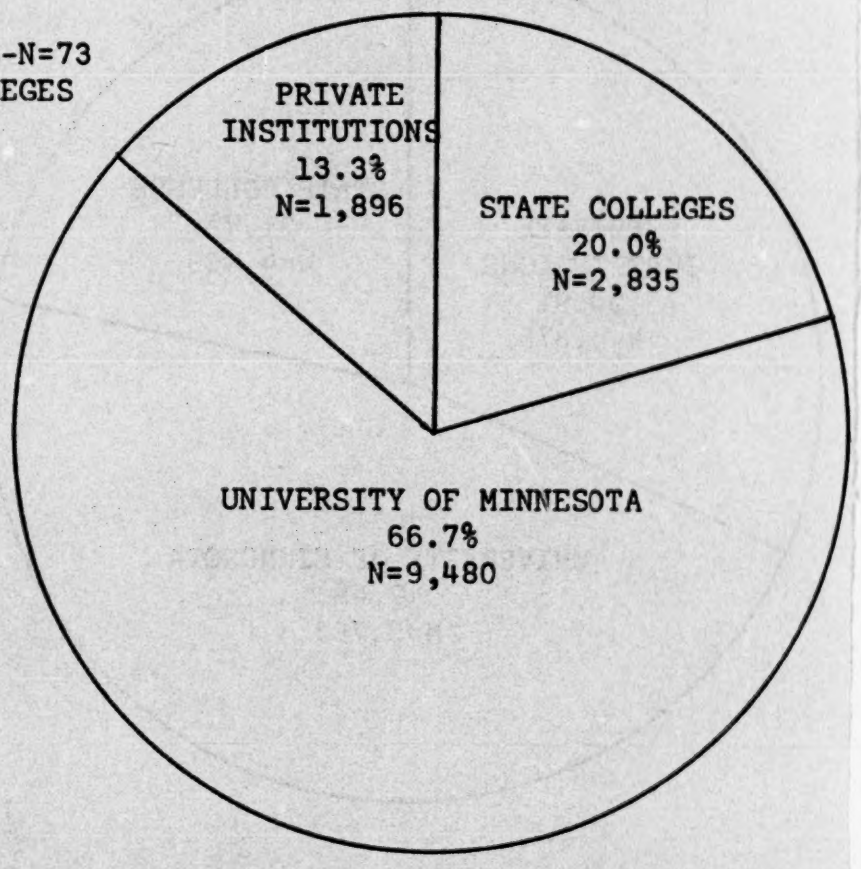
1961*

PUBLIC: 98.4% PRIVATE: 1.6%
N=4,630 N=73
TOTAL: 100% - N=4,703



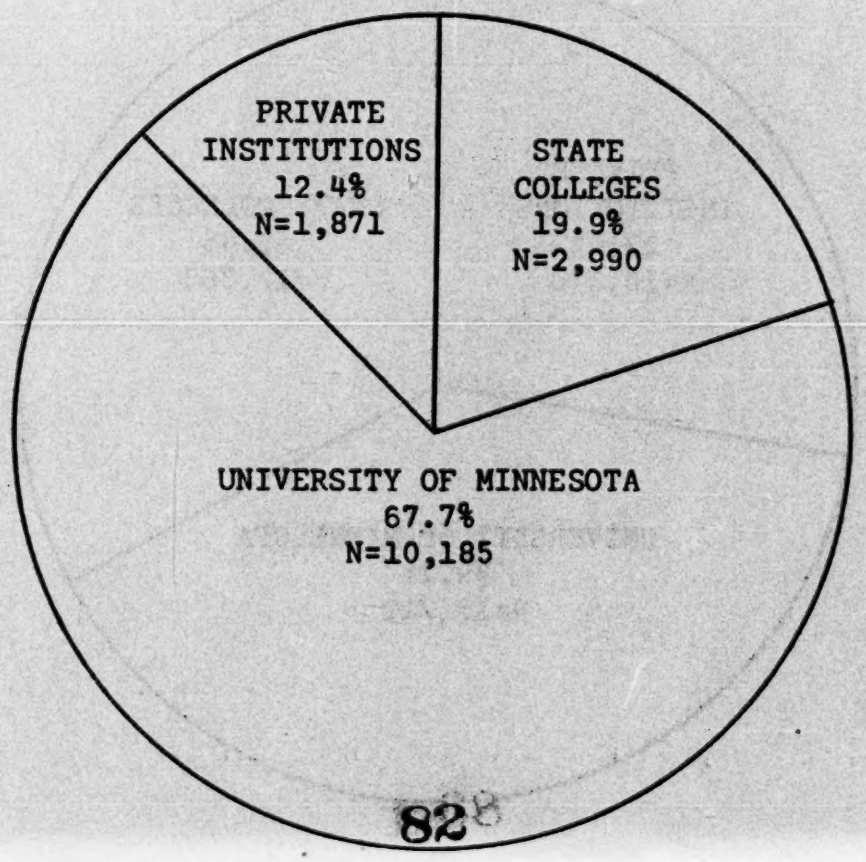
1968

PUBLIC: 86.7% PRIVATE: 13.3%
N=12,315 N=1,896
TOTAL: 100% - N=14,211



1969

PUBLIC: 87.6% PRIVATE: 12.4%
N=13,175 N=1,871
TOTAL: 100% - N=15,046



*Based on full-time enrollment. Head-count enrollment not available.

SUMMARY

MINNESOTA HIGHER EDUCATION: TOTAL FALL HEAD-COUNT ENROLLMENTS
BY SYSTEM WITH PERCENTAGE PROPORTIONS

	TOTAL HEAD-COUNT ENROLLMENT			ENTERING FRESHMEN			LOWER DIVISION		
	1961*	1968	1969	1961*	1968	1969	1961*	1968	1969
Area Vo-Tech Schools	2,072	11,401	13,435	1,450	7,981	9,405	2,072	11,401	13,435
	2.9%	8.2%	9.0%	6.8%	19.0%	21.0%	5.0%	13.4%	14.7%
State Junior Colleges	3,982	15,361	17,544	1,954	9,147	9,609	3,248	15,241	17,373
	5.6%	11.1%	11.8%	9.2%	21.8%	21.4%	7.8%	17.9%	18.9%
State Colleges	14,755	35,306	37,681	4,197	8,438	8,810	8,226	20,397	21,436
	20.8%	25.5%	25.4%	19.8%	20.1%	19.7%	19.8%	23.9%	23.4%
University of Minnesota	30,846	47,534	50,415	7,532	8,665	8,787	16,514	22,584	23,422
	43.4%	34.3%	33.9%	35.5%	20.6%	19.6%	39.8%	26.4%	25.5%
TOTAL PUBLIC INSTITUTIONS	51,655	109,602	119,075	15,133	34,231	36,611	30,060	69,623	75,666
	72.7%	79.1%	80.1%	71.3%	81.5%	81.7%	72.4%	81.6%	82.5%
PRIVATE INSTITUTIONS	19,458	29,042	29,560	6,093	7,787	8,212	11,499	15,703	16,017
	27.3%	20.9%	19.9%	28.7%	18.5%	18.3%	27.6%	18.4%	17.5%
ALL MINN. INSTITUTIONS	71,113	138,644	148,635	21,226	42,018	44,823	41,559	85,326	91,683
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	UPPER DIVISION			POST-BACCALAUREATE		
	1961*	1968	1969	1961*	1968	1969
State Colleges	4,496	11,123	12,383	91	2,835	2,990
	21.7%	31.2%	32.4%	1.9%	20.0%	19.9%
University of Minnesota	9,793	14,090	15,212	4,539	9,480	10,185
	47.4%	39.4%	39.7%	96.5%	66.7%	67.7%
TOTAL PUBLIC INSTITUTIONS	14,289	25,213	27,595	4,630	12,315	13,175
	69.1%	70.6%	72.1%	98.4%	86.7%	87.6%
PRIVATE INSTITUTIONS	6,375	10,494	10,670	73	1,896	1,871
	30.9%	29.4%	27.9%	1.6%	13.3%	12.4%
ALL MINN. INSTITUTIONS	20,664	35,707	38,265	4,703	14,211	15,046
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Based upon full-time enrollment. Head-count enrollment not available.

SOURCES: Bureau of Institutional Research, Eighth Annual Survey of Minnesota College and University Enrollments, Minneapolis: University of Minn., 1961. Minnesota Higher Education Coordinating Commission, Sixteenth Annual Survey of Minnesota College and University Enrollments, St. Paul: MHECC, 1968, 1969.

EXHIBIT E

EXCERPTS OF MINNESOTA STATUTES AND FEDERAL LEGISLATION CONCERNING TWO-YEAR POST-SECONDARY EDUCATION

Prepared by the
Staff of the

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

July 1970

COMMENTS

This document provides the Minnesota state and federal legislation concerning vocational education and related subjects. The Minnesota Statute section includes legislation on area vocational-technical schools, vocational education, and state junior colleges. The federal section includes information taken from Public Law 90-576 as it relates to vocational education opportunities to the individual student and the state.

120.05 PUBLIC SCHOOLS. Subdivision 1. **Classification.** For the purpose of administration the state board shall classify all public schools under the following heads, provided the requirements in subdivision 2 are met:

(1) Elementary,
  (a) Graded elementary,
  (b) Ungraded elementary.
(2) Secondary,
  (a) Department,
  (b) Four-year,
  (c) Six-year,
  (d) Junior,
  (e) Senior,
  (f) Vocational.
(3) Junior colleges,
(4) Area vocational-technical school.

Subd. 2. **Definitions.** (1) Elementary school means any one of the schools listed under subdivision 1, (1), with building, equipment, courses of study, class schedules, enrollment and staff meeting the standards established by the state board of education and the following specifications:

(a) A graded elementary school is one organized and administered as such, in which each school grade is taught by one certified teacher, or in which no more than two grades in sequence are taught by one certified teacher, as such part of the school system of a district giving a full course of instruction in the first six years of the public school and employing at least three teachers devoting their full time to elementary school work, or giving a full course of instruction in the first eight years of the public school and employing at least four teachers devoting their entire time to elementary school work,

(b) An ungraded elementary school is a school giving a full course of elementary school instruction and employing one or more teachers but not having the rank of a graded elementary school,

(c) The state board of education shall not close a school or deny any state aids to a district for its elementary schools because of enrollment limitations classified in accordance with the provisions of subdivision 2, clause (1).

(2) Secondary school means any one or more of the schools listed under subdivision 1, (2), with building, equipment, courses of study, class schedules, enrollment and staff meeting the standards established by the state board of education and the following specifications:

(a) A secondary school department is a school giving a full course of instruction in grade nine, grades nine and ten, grades nine, ten and eleven, or grades ten and eleven.

(b) A four-year secondary school is a school giving a full course of instruction in grades nine, ten, eleven and twelve.

(c) A six-year secondary school is a school giving a full course of instruction in grades seven through twelve inclusive.

(d) A junior secondary school is a school giving a full course of instruction in the seventh, eighth and ninth grades.

(e) A senior secondary school is a school giving a full course of instruction in the tenth, eleventh, and twelfth grades.

(f) A vocational secondary school is a school embracing not less than two years of secondary school work in the ninth grade or above in approved vocational training accompanied by related and supplemental instructions sufficient to constitute a full course of instruction.

(3) A junior college is a school organized according to sections 130.01 to 130.06.

(4) An area vocational-technical school is a school organized according to section 121.21, and may be included in subdivision 1, clauses (2), (3), and (4).

(5) A full course of instruction in any type of school means a program of studies of sufficient scope and variety to provide each student with a complete daily schedule of school work and to fulfill the minimum requirements for graduation as established by the state board of education.

[Ex1959 c 71 art 1 s 5; 1961 c 562 s 7]

120.06 ADMISSION TO PUBLIC SCHOOL. Subdivision 1. **Age limitations; pupils.** All schools supported in whole or in part by state funds are public schools. Admission to a public school is free to any person who resides within the district which operates the school, who is under 21 years of age, and who satisfies the minimum age requirements imposed by this section. No person shall be admitted to any public school after September 1, 1971, (1) as a kindergarten student, unless he is at least five years of age on September 1 of the calendar year in which the school year for which he seeks admission commences; or (2) as a first grade student, unless he is at least six years of age on September 1 of the calendar year in which the school year for which he seeks admission commences or has completed kindergarten; except that any school board may establish a policy for admission of selected pupils at an earlier age.

121.21 AREA VOCATIONAL-TECHNICAL SCHOOLS. Subdivision 1. The board of any independent or special district may petition the state board to classify one or more of its schools as an area vocational-technical school.

Subd. 2. Upon receipt of such petition, the state board shall examine the petition and any supporting evidence which it may require. The state board may conduct hearings, investigate school records and such other facts relating to vocational-technical training as it may deem appropriate.

Subd. 3. It is the purpose of this section to more nearly equalize the educational opportunities in certain phases of vocational-technical education to persons of the state who are of the age and maturity to profitably pursue training for a specific occupation. If the state board finds, as a result of its inquiry, that the establishment of an area vocational-technical school, according to the petition, would further the educational interests of all the people of the state, and is in accordance with the plans and program of the state department for the vocational and technical education of the people, it may approve the petition.

Subd. 4. If the petition is approved, the school shall be established by the district and classified by the state board as an area vocational-technical school and conducted under the general supervision of the state board in accordance with the rules and regulations of the state board.

Subd. 5. The commissioner with the approval of the state board for vocational education is authorized to apportion and distribute funds to the local school districts under the provisions of this section, such apportionment and reimbursement to be on a cost basis for those trainees living outside of the local school districts.

Subd. 6. The commissioner, subject to approval by the state board, shall make such rules governing the operation and maintenance of schools so classified as will afford the people of the state an equal opportunity to acquire public vocational and technical education.

The rules shall provide for, but are not limited to, the following:

(a) The area to be served by each school, which may include one or more districts or parts thereof, including unorganized territory,

(b) Curriculum and standards of instruction and scholarship,

(c) Attendance requirements, age limits of trainees, non-resident attendance, tuition payments by non-residents,

(d) All funds, whether state or federal or other funds, which may be made available to the state board for vocational education for carrying out the purposes of vocational-technical education as provided by this section, shall be apportioned and distributed by the state board for vocational education to the various local school districts as additional aid for use in helping such local school districts in defraying the cost involved in maintaining and operating approved vocational training courses or departments, subject to such reasonable rules and regulations as may be prescribed by the state board for vocational education and in accordance with the approved state plan for vocational education,

(e) Transportation requirements and payment of aid therefor,

(f) Attendance by graduates of secondary schools and by adults, for which no tuition shall be charged. If no tuition is charged for such non-resident student, the district maintaining the school shall be entitled to any aid calculated on a pupil basis for such student,

(g) General administrative matters.

Subd. 7. Any secondary school graduate may attend an area vocational school without tuition and in that event all state aids and federal aid shall be paid to the area vocational school where the student attends providing the area school has the room and facility to receive the non-resident student.

Subd. 8. Any property of the state administered by the state board for vocational education in connection with teaching vocational education may be apportioned and distributed by the state board for vocational education to local school districts desiring to avail themselves of the benefits of this section.

Subd. 9. Any qualified nonresident person who is not a high school graduate who has been out of school at least a year and who has reached the age of 18 but who has not attained his 21st birthday may attend an area vocational school without tuition providing the area school has the room and the facility to receive such student and in that event all state aid and federal aid shall be paid to the area vocational school where the student attends.

Any person who has attained his 21st birthday and who would, but for that fact, qualify under this subdivision to attend an area vocational technical school without tuition, may attend such school without tuition, subject to the other provisions and conditions of this subdivision, if such person entered active military service in any branch of the armed forces of the United States before such person's 21st birthday, and who has then been separated or discharged from such active military service under conditions other than dishonorable, and if he applies for admission to such school within two years after the date of his separation or discharge from such service or before his 29th birthday, whichever is earlier. Time after separation or discharge from military service spent as an in-patient in a hospital or similar institution for treatment of an illness or disability or time spent in recovery from treatment of or in recovery from an illness or disability that prevents gainful occupation or study shall be added to the time allowed for application or to the maximum age, whichever is applicable.

Subd. 10. The state board for vocational education may reimburse a district for pupils who are enrolled in a vocational-technical education school in another state for the tuition charges in such school and shall establish rules under which district boards may be eligible for tuition reimbursement under this subdivision.

[*Ex1959 c 71 art 2 s 31; 1965 c 597 s 1; 1967 c 77 s 1; 1969 c 1121 s 1*]

121.29 VOCATIONAL REHABILITATION. Subdivision 1. The department shall provide vocational rehabilitation services such as, but not limited to, diagnostic and related services incidental to the determination of eligibility for and the scope of services to be provided, including medical diagnosis and vocational diagnosis; vocational counseling, training and instruction, including personal adjustment training; physical restoration, including corrective surgery, therapeutic treatment, hospitalization, prosthetic devices, all shall be secured from appropriate established agencies for persons; transportation; occupational and business licenses or permits, customary tools and equipment, maintenance, books, supplies and training materials; initial stocks and supplies; placement; the acquisition of vending stands or other equipment, initial stocks and supplies for small business enterprises; supervision and management of small business enterprises, merchandising programs or services rendered by severely disabled persons; the establishment, improvement, maintenance or extension of public and other nonprofit rehabilitation facilities, centers, workshops, demonstration projects and research. These services shall be provided for individuals in the state whose capacity to earn a living has in any way been destroyed or impaired through industrial accident or otherwise, provided that such persons shall be entitled to free choice of vendor for any medical or dental services thus provided.

[*Ex1959 c 71 art 2 s 29; 1969 c 454 s 1*]

121.30 VOCATIONAL REHABILITATION; CONTRACT WITH FEDERAL GOVERNMENT. Subdivision 1. The state board is authorized, in the name of the state, to enter into an agreement with the United States as authorized by act of congress, approved September 1, 1954, known as the "social security amendments of 1954," being Public Law 761, Section 221, in which agreement the state will undertake to make determinations referred to in Public Law 761 aforesaid, Section 221, Subsection (a) with respect to all individuals in Minnesota, or with respect to such class or classes of individuals in this state as may be designated in the agreement at the state's request.

Subd. 2. It is intended by this section to vest all power and authority in the state board to the end that the inhabitants of this state shall obtain all benefits and advantages available to them and intended by such act of congress to be so available.

[*Ex1959 c 71 art 2 s 30*]

121.31 PLAN OF COOPERATION. The state board and the department of labor and industry, or any agency which may succeed it in the administration or supervision of the workmen's compensation act, shall formulate a plan of cooperation with reference to the work of vocational rehabilitation in providing services to workers covered under the workmen's compensation act. Such plans shall be effective only when approved by the governor.

[Ex1959 c 71 art 2 s 31]

121.32 INCAPACITATED PERSONS AIDED. The state board shall aid persons who are incapacitated in obtaining such benefits as will tend to restore their capacity to earn a livelihood. The state board may cooperate and contract with the United States to extend the benefits of vocational rehabilitation to any individual certified to the state board as disabled while in the performance of his duty, without regard to the residence or citizenship, if, in the judgment of the board, the benefits offered by the United States are sufficient to compensate for the cost. The state board may cooperate and make agreements with private, state, local or federal agencies for providing services relating to vocational rehabilitation. The state board may, of its own accord, establish, or maintain, or in cooperation with local boards, assist in establishing or maintaining, such courses as it may deem expedient. It may establish, maintain or improve such rehabilitation facilities, centers or sheltered workshops, public or non-profit, as required, and otherwise may act in such manner as it may deem necessary to accomplish the purposes of vocational rehabilitation.

[Ex1959 c 71 art 2 s 32]

123.64 AGRICULTURAL EDUCATION. The board of any district in which instruction in agriculture is afforded is authorized and empowered to purchase or otherwise acquire by condemnation proceedings as provided for acquiring schoolhouse sites in the name and in behalf of such district, a suitable tract of land either within or without the limits of such district to be used for the purpose of instruction, experimentation, and demonstration in agriculture. The provisions of this section shall apply as well to districts organized under special acts as under the general laws, notwithstanding any provisions or restrictions in the laws under which the same are organized.

[Ex1959 c 71 art 4 s 30]

124.17 DEFINITION OF PUPIL UNITS. Subdivision 1. A pupil unit is the denominator used to compute the distribution of state aid. Pupil units for each resident pupil in average daily attendance shall be counted as follows:

(1) In an elementary school, for kindergarten pupils attending sessions throughout the school year approved by the commissioner of education, one-half pupil unit and other elementary pupils, one pupil unit.

(2) In secondary schools, pupils in junior high school or a six-year high school and all other pupils in secondary schools, one and one-half pupil units. For the school year commencing July 1, 1970 and every year thereafter the secondary pupil shall be counted one and four-tenths pupil units.

(3) In area vocational-technical schools one and one-half pupil units.

Subd. 2. Average daily attendance means the quotient to be obtained by dividing the number which represents the total of all days which all pupils attend school during the school year by the number of days during the school year while the school is in session. The average daily attendance of pupils enrolled on a shared time basis shall equal the ratio of the total minutes attended by such pupils and the minimum minutes required during the year for a regularly enrolled public school pupil. Foundation aid for each pupil in such shared time classes shall be paid at a proportionate rate for aid paid for other resident pupils of the district providing instruction. A district shall not be entitled to transportation aid under section 124.22 for pupils enrolled on a shared time basis unless the statutes specifically provide for transportation aid to such student.

[Ex1959 c 71 art 5 s 17; Ex1961 c 77 s 1; 1969 c 736 s 1; 1969 c 1085 s 3]

124.18 CONSOLIDATION; INSTRUCTION BY OTHER DISTRICT. Subdivision 1. **Aid payments in case of alteration of boundaries.** Where two or more districts hereafter unite the state aid shall continue to be paid for the remainder of the school year in which the union was completed as the state aids were paid to the individual districts prior to the union.

Subd. 2. **Tuition.** Every district which provides instruction in other districts and which receives foundation program aid, and the county which pays tuition aid shall pay to the district furnishing elementary and secondary or area vocational-technical school instruction on account of such instruction, the actual cost thereof chargeable to maintenance exclusive of transportation costs or the legal maximum prescribed in section 124.211, subdivision 2, clause (1).

There shall also be paid for capital outlay and debt service to the district providing such instruction $10 per pupil unit in average daily attendance for each non-resident pupil unit, except that every district educating non-resident pupils may charge and include in its tuition, for capital outlay and debt service, an amount per pupil unit in average daily attendance based on the amount that the average expenditure for capital outlay and debt service determined by dividing such annual expenditure by the total number of pupil units in average daily attendance in the district exceeds $10 per pupil unit. If the district has no capital outlay or debt service the district receiving such funds may use them for any purpose for which it is authorized to spend money. Provided further that, if a district invests capital moneys to remodel existing facilities or to build new facilities for the primary purpose of providing instruction for handicapped and trainable children, as specified in Minnesota Statutes 1961, Sections 120.17 and 120.18, such district may charge and include in its tuition for capital outlay and debt service an amount per pupil unit in average daily attendance determined by dividing such expenditure over a period of years mutually agreeable to the districts concerned, and by dividing each annual amount so determined by the total number of pupil units in average daily attendance enrolled in this area of handicap instruction in the district.

[*Ex1959 c 71 art 5 s 18; 1963 c 530 s 1; 1969 c 513 s 1*]

124.22 TRANSPORTATION AID. Subdivision 1. To receive state aid for transportation, independent districts must contain not less than 18 sections of land or if the district contains at least 12 sections but less than 18 sections of land, it must have been entitled to aid for transportation prior to July 1, 1957, and schools in such districts shall be in session at least nine months in the year. They shall have suitable school houses with the necessary rooms and equipment. For transportation or board of resident pupils in such independent districts, the state shall reimburse such districts at rates to be determined by the state board; provided, that no district shall receive annually more than an average of $60 per pupil per year transported or boarded, and provided further that such reimbursement shall not exceed 80 percent of the actual total cost thereof including the actual depreciation.

Subd. 2. [Repealed, 1965 c 805 s 3]

Subd. 3. In a district or unorganized territory without a secondary school resident pupils including seventh and eighth grade pupils may attend a classified secondary school in another district and shall receive board and lodging in or transportation to a district having a classified secondary school at the expense of the district of the pupil's residence. The county shall reimburse the district not to exceed one and two-tenths times the amount of state aid. The county may pay the reasonable cost of such board and lodging or transportation in excess thereof. The state will reimburse the county therefor not to exceed $60 per pupil per year nor to exceed 80 percent of the total cost including actual depreciation.

Subd. 4. In a district which does not maintain an area vocational-technical school or vocational classes, a resident pupil when authorized by the board in the district where he resides may attend a classified public area vocational-technical school or vocational classes in a classified secondary school in another district when the resident district does not provide instruction in the vocational course or courses desired by the pupil. When he so attends, the resident district shall provide him board and lodging or transportation between his district and the school attended as provided in subdivision 3 above.

Subd. 5. [Repealed, 1965 c 805 s 3]

[*Ex1959 c 71 art 5 s 22; 1965 c 805 s 1*]

124.23 PUPIL AID, SCHOOLS OF AGRICULTURE. For the tuition of the students who have completed the eighth grade, who have not graduated from high school or any state schools of agriculture and who are not over 21 years of age attending the state schools of agriculture the state shall pay to the university of Minnesota, to be applied upon the tuition and laboratory and equipment fees of such pupils for the six months period of the school year an amount not to exceed $7 per pupil per school month, and in addition thereto, aid for such pupils transported or boarded at the rate of $5.50 per pupil per month.

The appropriation for the above tuition and transportation shall be paid each year of the biennium out of the balance of the general fund to the university of Minnesota, which in turn shall distribute these funds to each of the state schools of agriculture in proportion to the number of eligible pupils.

[Ex1959 c 71 art 5 s 23; 1969 c 399 s 17]

124.50 NON-RESIDENT SCHOOL ATTENDANCE AUTHORIZED. Any person of school age residing in a district in which no classified secondary school or area vocational-technical school is maintained is entitled to attend such school outside his resident district under regulations established by the state board.

[Ex1959 c 71 art 5 s 38]

124.51 COUNTY NON-RESIDENT TUITION TAX PROGRAM. Subdivision 1. It is the duty of the county superintendent in each county annually before July 1 to certify to the county board the number of resident pupils of each district in the county wherein no classified secondary school or area vocational-technical school was maintained in the preceding school year, who attended a classified secondary school in another district, naming the district attended, the length of time attended by each pupil, and the tuition charged for each pupil by the district which furnished the instruction.

In counties having no superintendent of schools, the district board shall make such certification.

Subd. 2. The auditor of the county of the pupil's residence shall thereupon cause to be paid out of the county school tax fund hereby created to each such district which furnished such instruction the tuition so charged for such instruction.

Subd. 3. State apportionment, and special state aid paid by the state on account of such secondary school or area vocational-technical school instruction shall be paid to the county which pays such secondary school tuition.

Subd. 4. The county board in the county which pays such tuition, at its July meeting shall determine the total sum to be paid on account of such tuition for the current school year in excess of the aid to be received from the state on account thereof, and shall levy a tax for such sum sufficient to pay such tuition, and the county auditor shall spread such tax on the property in the districts of the county which maintains no classified secondary school in the manner provided by law for spreading other taxes therein and such taxes shall be collected in the same manner as other taxes on property are collected. When collected such taxes shall be credited to the county school tax fund which is hereby created. In the event that the tax levy in any year is insufficient with state aid to reimburse the county for its expenditures for tuition in that year, the county auditor shall extend a separate tax in any subsequent year against the same area to make up the deficit. The proceeds of such tax shall be retained by the county.

Where a secondary school is created by a district and classification of the school is pending before the state board, any such taxes collected on the property in the district shall be held in escrow until such time as the state board approves or disapproves the classification. If the classification is approved the proceeds of such tax so held shall thereupon be paid to the district, and if not so approved the proceeds shall be credited to the county school tax fund.

When the tax rate required to produce the amount levied for county tuition in any county in any year exceeds by 50 percent the average rate of the tax levied for such purposes in all counties of the state, which average rate shall be determined by dividing the total amount of taxes levied for the current school year only by all counties for such purposes by the total taxable valuation of all property in all counties of the state against which taxes were imposed for such purposes by such counties in such year, then one-half of the amount of any excess over 150 percent of the amount which would be produced by a levy of such state rate upon the total taxable valuation of all property in such county against which a tax for such purposes was levied shall be paid to such county from the appropriation for this item, and if such appropriation is insufficient to pay the full amounts due all counties, entitled to such payments, then they shall be paid their pro rata share of such appropriation.

124.52 ACCEPTANCE OF FEDERAL AID. The provisions of the act of congress entitled "An act to provide for the promotion of vocational education; to provide cooperation with the states in the promotion of such education in agriculture and in the trades and industries; to provide cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures," and approved February 23, 1917, and acts amendatory thereto, be and the same are hereby accepted, and the benefits of all funds appropriated under the provisions of such acts are hereby accepted as provided in such acts.

[*Ex1959 c 71 art 5 s 40*]

124.53 VOCATIONAL EDUCATION. The state board is hereby designated the state board for vocational education and has the duty of cooperating with the United States office of education or other federal agency in the administration of the program of vocational education and is given all power necessary to such cooperation. The state board is authorized to make such expenditures as it may deem necessary to carry out the provisions hereof from money available for the purposes.

The state board shall appoint such officials or assistants as may be necessary, fix the salaries of such persons appointed, and make expenditures from the state funds appropriated for the salaries and necessary expenses of such officials and assistants, or use a portion of such funds in matching federal funds available for the same purpose.

[*Ex1959 c 71 art 5 s 41*]

124.54 FUNDS, TREASURER'S DUTIES. The state treasurer is appointed custodian of all funds for vocational education, and is charged with the duty and responsibility of receiving and providing for the proper custody and proper disbursement of money paid to the state and the appropriations made for such purpose.

[*Ex1959 c 71 art 5 s 42*]

124.55 FEDERAL AID, REPORTS TO THE LEGISLATURE. The state treasurer, as custodian for vocational educational funds, shall make to the legislature at each biennial session a report of the receipts and disbursements of money received by him under the provisions of federal and state acts relating to vocational education and the state board shall make to the legislature at each biennial session a report of its administration of such acts and the expenditure of money allotted to the state under the provisions of such acts.

[*Ex1959 c 71 art 5 s 43*]

124.56 APPROPRIATION ACCOUNT. There shall be appropriated biennially a sum of not less than the amount to which the state of Minnesota is entitled under sections 3 and 4 of an act of congress of the United States, approved February 23, 1917, and acts amendatory thereto, relating to the promotion of vocational education and for appropriations to the states for instruction in agriculture, trade and industrial education, home economics and distributive education, and for the training of teachers of vocational subjects.

[*Ex1959 c 71 art 5 s 44*]

124.57 AID FOR VOCATIONAL EDUCATION. Whenever any district shall have established a vocational school, department, or classes in accordance with the rules and regulations established by the state board adopted by that board, and the plan for vocational education, and approved by the United States office of education or other federal agency to which its functions are assigned, the state board shall reimburse such district or state tax supported institution for its expenditures for salaries and necessary travel of vocational teachers or other reimbursable expenditures from federal funds and may supplement such federal funds with such state aid as it may deem desirable under such rules as it may adopt, provided, however, that in the event of such funds not being sufficient to make such reimbursement in full, the state board shall prorate the respective amounts available to the various districts entitled to receive reimbursement. All instruction may be given at the place of the abode of the pupils, and adults may be given instruction in adjoining or nearby districts.

In like manner the state board shall have power to reimburse other governmental agencies for expenditures for salaries and necessary travel expenses of vocational teachers from federal funds, according to rules and regulations adopted by the state board.

When local districts desire but cannot provide vocational instruction for the related training required by apprentices and other learners in the trade, industrial, and distributive fields, the state board is empowered upon request of such

local district or districts to employ itinerant vocational teachers to provide this service and pay the salary and necessary travel expense from authorized federal and state vocational aid funds under such rules as it may adopt. An itinerant vocational teacher in this section is defined as a vocational teacher employed to give part-time or periodic vocational instruction in one or more districts.

[*Ex1959 c 71 art 5 s 45*]

124.58 MATCHING AID. When aid is received from the United States conditioned upon the state meeting requirements specified by the government of the United States the state board shall allot the necessary funds to be paid by the state out of the general fund.

[*Ex1959 c 71 art 5 s 46; 1969 c 399 s 20*]

124.59 FEDERAL AID. Any district or any other governmental agency designated by the state board which maintains a vocational school, department, or class shall be entitled to federal money under such acts for the salaries and necessary travel expenses of teachers of agriculture, trade and industrial education, home economics, and distributive education by meeting the requirements fixed by the state board and approved by the United States.

[*Ex1959 c 71 art 5 s 47*]

124.60 TEACHER TRAINING AID. Teacher training schools and departments shall be entitled to federal money for the preparation of vocational-technical education teachers by meeting the requirements fixed by the state board and approved by the United States for the preparation of such teachers. The state board shall reimburse institutions selected by it to train teachers of vocational subjects to an amount of not to exceed one-half of the expenditures made for such training by these institutions, provided that no federal funds may be applied directly or indirectly to the purchase, erection, preservation, or repair of any building or equipment, or for the purchase or rental of lands or for the support of any religious or privately owned school or college.

[*Ex1959 c 71 art 5 s 48; 1969 c 261 s 1*]

124.61 TEACHERS' TRAINING, FEDERAL AID. All disbursements of federal money for the benefit of teacher training schools or departments shall be made on the requisition of the state board by the state treasurer to the legally constituted authorities having custody of the money of such training schools or departments. All disbursements of federal and state money for the benefit of vocational schools, departments, or classes shall be made on the requisition of the state board by the state treasurer to the treasurers legally qualified to receive and disburse the funds for the districts or governmental agencies establishing and maintaining such schools, departments, and classes as herein provided.

[*Ex1959 c 71 art 5 s 49*]

124.62 FEDERAL AID TO EDUCATION, ACCEPTANCE BY THE STATE. Subdvision 1. In the event that the United States enacts legislation providing educational assistance to the states for the purpose of

(1) General improvement of public elementary and secondary schools,

(2) Improvement of school library service,

(3) Improvement of health, welfare, and recreational service in the public schools,

(4) Improvement of nursery schools and kindergartens,

(5) Improvement of services for handicapped pupils,

(6) Improvement of educational and vocational guidance activities,

(7) Improvement of vocational education,

(8) Improvement of rehabilitation and placement services,

(9) Improvement of technical and vocational institutes of secondary grade,

(10) Stimulation and improvement of parttime, civic, vocational and general adult education and recreational activities conducted by school systems,

(11) Transportation of pupils,

(12) Purchase of books and instructional material,

(13) Provision of scholarships,

(14) Improvement of teacher preparation,

(15) Construction of school buildings,

(16) Facilitating administration in state department of education,

(17) Stimulating and facilitating adequate library services,

(18) Stimulating and improving school lunch and milk programs, breakfast programs and other school oriented food programs,

(19) Providing donated foods for schools, institutions, summer camps and welfare programs,

(20) Providing for the initiation, maintenance, or expansion of nonprofit food service programs for children in service institutions. Service institutions means private, nonprofit institutions or public institutions, such as child day-care centers, settlement houses, or recreation centers, which provide day care, or other child care where children are not maintained in residence, for children from areas in which poor economic conditions exist and from areas in which there are high concentrations of working mothers, and includes public and private nonprofit institutions providing day care services for handicapped children, and

(21) Making provision for educational research, planning and demonstrations, or for one or any combination of the above purposes.

At a time when the legislature is not in session, the governor shall have power to accept the provisions of such act or acts of congress of the United States, or to accept such parts or provisions as may be separately acceptable, by executive order, upon recommendation of the state board and pending further action by the legislature.

Subd. 2. Pursuant to such acceptance, the state board shall have authority to make and secure approval of plans to carry out the purposes of the provisions accepted.

Subd. 3. The state treasurer shall be the custodian of all funds received from the United States on account of such acceptance, and he shall disburse such funds on requisition of the state board for purposes consistent with the acts of congress and in accordance with the provisions of this section and of the order of acceptance.

[*Ex1959 c 71 art 5 s 50; 1969 c 872 s 1*]

124.65 TYPES OF SCHOOL AID. Appropriations made for special state aid are for the following purposes:

Foundation program aid; emergency aid; transportation aid; aid for special classes of handicapped children; school lunch; county tuition equalization aid; gross earnings tax refund, and vocational aid.

[*Ex1959 c 71 art 5 s 53; 1961 c 551 s 1; 1963 c 20 s 1*]

124.66 PURPOSES OF SCHOOL AID. State aid shall be for the following purposes:

(1) To assist in providing equal educational opportunities for all the school children of the state;

(2) To assist in establishing certain generally accepted minimum standards for all the public schools of the state;

(3) To assist districts whose tax levies for maintenance are exceptionally high; and

(4) To stimulate educational progress by grants of state aid for superior efficiency and high standards and for desirable educational undertakings not yet generally established.

[*Ex1959 c 71 art 5 s 54; 1963 c 19 s 1; 1969 c 399 s 81*]

124.69 FEDERAL AID, REDEVELOPMENT, VOCATIONAL TRAINING AND RETRAINING. Subdivision 1. The state board of education of the state of Minnesota is authorized to (a) enter into such agreements as may be necessary with agencies of the federal government as provided by such public laws as may be passed by the 87th Congress of the United States relating to area redevelopment, and providing for vocational training and retraining, subsistence payments during retraining, and placement after retraining; and (b) to cooperate with such federal agencies to the end that residents of this state shall obtain all benefits and advantages available to them and intended by such act of Congress to be so available.

Subd. 2. All agencies of the state and its political subdivisions may cooperate in the efforts of such federal agencies to extend the benefits of this program to unemployed or underemployed individuals residing in redevelopment areas. Consistent with the requirements of such federal agencies administering such program, and the provisions of state or federal laws, agencies of the state and its political subdivisions shall promote means of retraining and placement which will preserve the stability of population and communities within the state of Minnesota and protect, to the extent permitted by law, the rights of individuals resident in redevelopment areas which have accrued by reason of their pre-existing employment.

Subd. 3. All public educational institutions are hereby authorized to cooperate with such federal agencies through the services and facilities available at such institutions which may be utilized as a result of said act of Congress.

[*1961 c 719 s 1-3*]

136.60 ESTABLISHMENT OF JUNIOR COLLEGES, LOCATION. Subdivision 1. Not to exceed 15 state junior colleges are hereby established under the management, jurisdiction, and control of a state junior college board which is hereby created.

Subd. 2. Three of said state junior colleges shall be situated within the counties of Ramsey, Anoka, Dakota, Washington, and Hennepin. The board shall determine the areas of the state for the location of the other state junior colleges and shall give consideration to the needs for a state junior college in northwestern Minnesota.

[1963 c 837 s 29 subd 1]

136.601 ADDITIONAL JUNIOR COLLEGES; LOCATION OF COLLEGES. Subdivision 1. In addition to the 15 state junior colleges established by sections 136.60, 136.61, 136.62, 136.63, and 136.64, two additional state junior colleges are hereby established under the management, jurisdiction, and control of the state junior college board.

Subd. 2. Notwithstanding the provisions of sections 136.60, 136.61, 136.62, 136.63, and 136.64, 13 of the state junior colleges shall be located at Rochester, Austin, Worthington, Willmar, Brainerd, Fergus Falls, Thief River Falls, International Falls, Ely, Virginia-Eveleth, Hibbing, Minneapolis, and Itasca county; five of said state junior colleges shall be situated in the northwest Hennepin county area, northwest metropolitan Anoka-Ramsey county area, southwest metropolitan area, and two in the Ramsey-Dakota-Washington county area; and the state junior college board shall determine the sites for the location of such five state junior colleges.

[1965 c 809 s 31 subd 1, 2; 1969 c 1154 s 20]

136.602 ADDITIONAL JUNIOR COLLEGES. In addition to the state junior colleges authorized in Minnesota Statutes 1967, Sections 136.60 and 136.601, two junior colleges are established under the jurisdiction of the state junior college board, one of which shall be located at Fairmont and the other at a site to be designated by the state junior college board at one of the sites recommended by the higher education coordinating commission; namely, Alexandria, Cambridge, Hutchinson, New Ulm and Owatonna. This direction does not imply rejection of the remaining named sites nor does it preclude legislative selection of alternative or additional sites.

[1969 c 1154 s 32 subd 1]

136.61 JUNIOR COLLEGE BOARD; SELECTION AND ADMINISTRATION. Subdivision 1. The state junior college board shall consist of five members appointed by the governor with the advice and consent of the senate. They shall be selected for their knowledge of, and interest in junior colleges of Minnesota. Except as otherwise provided in subdivision 2 each member shall be appointed for a seven year term commencing on July 1 in the year in which the term begins. The governor shall in a like manner fill for the unexpired term all vacancies on the board.

Subd. 2. The first state junior college board appointed by the governor with the advice and consent of the senate shall consist of one member appointed for a seven year term, two members appointed for a five year term, and two members appointed for a three year term. The term of each such appointee shall commence on July 1, 1963.

Subd. 3. The state junior college board shall elect a president, a secretary and such other officers as it may desire. It shall fix its meeting dates and places. The commissioner of administration shall provide it with appropriate offices.

Subd. 4. Members of the state junior college board shall serve without compensation but they shall be reimbursed for travel, subsistence and other reasonable expenses incurred in the performance of their duties and in the same manner as other state officers are reimbursed therefor.

[1963 c 837 s 29 subd 2]

136.62 POWERS OF BOARD. Subdivision 1. The state junior college board shall possess all powers necessary and incident to the management, jurisdiction, and control of the state junior colleges established in section 136.60 and all property pertaining thereto. Such powers shall include, but are not limited to, the enumeration contained in this section.

Subd. 2. The board may determine the exact location and site for each junior college and shall report to the 1965 regular session of the legislature in regard thereto. Such report shall be filed not later than January 15, 1965.

Subd. 3. The board may locate a junior college at the place of an existing junior college. It may contract with the school district owning and operating such existing junior college by lease, or otherwise, upon such terms as may be mutually agreed upon for the operation thereof by the state junior college board notwithstanding any provision or limitations of any other laws inconsistent with the provisions of this section. The state junior college board, however, shall not locate or take over the operation of an existing junior college prior to July 1, 1964, nor shall it locate and take over the operation of any junior college which was not in existence upon the date of the final enactment of Laws 1963, Chapter 837, Section 29.

Subd. 4. Subject to the other provisions of sections 136.60, 136.61, 136.62, 136.63, and 136.64, the board shall appoint the heads of each junior college, the necessary teachers and supervisors, and all other necessary employees. All such appointed persons shall be subject to the provisions of Minnesota Statutes 1961, Chapter 43 in the same manner as such state civil service act is applicable to similar persons in the employ of the state college board. Persons in non-academic employee status at the time the state assumes jurisdiction shall be blanketed into the classified service of the state and shall be placed in the proper classifications by the director of civil service with such compensation as such classifications carry. The seniority rights of such employees which exist at the time of transfer shall be retained. Upon assuming state employment, each such employee shall be credited with whatever sick leave he has to his credit as an employee of the local school district not to exceed 100 days. The board shall fix the compensation of its employees in the unclassified service unless otherwise prescribed by law. Personnel of an existing junior college taken over by the state junior college board pursuant to the provisions of sections 136.60, 136.61, 136.62, 136.63, and 136.64, shall continue as members of such retirement systems to which such personnel were eligible immediately prior to becoming employees of the state junior college board, and until such time as the legislature otherwise provides. The state junior college board is authorized to make the appropriate deductions and contributions to such retirement systems.

[1963 c 837 s 29 subd 3; 1965 c 770 s 1]

NOTE: Laws 1967, Chapter 868, Section 19, Subdivision 1, reads, in part:

"The state junior college board is authorized to establish activity funds, except for dormitory purposes, and impress cash funds, to waive tuition charges and to act as agent and accept the benefits of public law 88-452 known as the economic opportunity act of 1964, as amended, and public law 88-864, known as the national defense education act of 1958, as amended, to the same extent and subject to the same conditions as such authority is vested in the state college board."

136.621 MANAGEMENT; STUDY OF NEW SITES. Subdivision 1. The state junior college board may combine the management of any two or more of the state junior colleges enumerated in section 136.601 if it believes its programs would be more effective by so doing.

Subd. 2. Notwithstanding the provisions of sections 136.60, 136.61, 136.62, 136.63, and 136.64, the state junior college board, after consulting with the legislative building commission and obtaining its recommendations, which shall be advisory only, shall consider the advisability of more than one facility at each of the state junior college areas designated in subdivision 2 of section 136.601. If it is determined by the board that a more effective program would be possible by erecting additional separated college buildings at more than one location within such five designated junior college areas, such separated facilities shall be operated under one state junior college administration.

Subd. 3. (1) The state junior college board shall study and recommend to the legislature the most feasible locations for additional state junior colleges; the study to include but not be limited to the following areas of the state: the Fairmont area; the Redwood Falls-Sleepy Eye-Springfield area; the Pine City-Mora area; the Hastings-Wabasha area; the Owatonna-Albert Lea area; and the Wadena-Park Rapids-Detroit Lakes area.

(2) The site study of the recommended areas shall be presented to the legislative building commission for their consideration and recommendations, after November 15, 1966.

[1965 c 809 s 31 subd 3-5]

136.63 LOCAL ADVISORY COMMITTEES. Subdivision 1. The board shall appoint a local advisory committee for each junior college composed of qualified persons with a knowledge of and interest in junior colleges residing in the area served by such junior college. The board from time to time shall consult with each local advisory committee on matters of courses of study to be offered at the junior college. The number of members and their terms of each advisory committee shall be fixed by the board. Advisory committee members shall serve without compensation and without reimbursement for expenses.

Subd. 1a. The state junior college board shall prescribe the courses of study including undergraduate academic programs, training in semi-professional and technical fields, and adult education, conditions of admission, fees and tuition to be paid by students, requirements for graduation, and such suitable rules and regulations necessary for the operation of such junior colleges. Rules and regulations so prescribed shall not be subject to the requirements of the administrative procedure act or any other law requiring notice, hearing or the approval of the attorney general prior to adoption.

Subd. 2. [Repealed, 1969 c 1154 s 28 subd 2]

Subd. 3. A junior college under the management, jurisdiction, and control of the state junior college board as a state junior college is ineligible for junior college aids under the provisions of any law heretofore or hereafter enacted unless such law specifically provides therefor.

[1963 c 837 s 29 subd 4; 1969 c 1154 s 28 subd 1]

136.64 APPROVAL OF ESTABLISHMENT OF COLLEGE. Notwithstanding the provisions of Minnesota Statutes 1961, Chapter 130, or any other law to the contrary no junior college shall be established after the final enactment of Laws 1963, Chapter 837, Section 29 until the requirements of such chapter are met and the establishment thereof is also approved by the state junior college board.

[1963 c 837 s 29 subd 5]

136.65 STATE JUNIOR COLLEGE SITES, ACQUISITION. Subdivision 1. A city, village, borough, county, school district, or unorganized territory, or other body corporate and politic may, either jointly or severally, acquire by gift, purchase, or condemnation a site for a state junior college if the site has been designated by the state junior college board as the site of a state junior college, and may convey any such site to the state of Minnesota for state junior college purposes. Any of the governmental instrumentalities named in this section may convey to the state junior college board for state junior college purposes any of its lands not needed for its purposes, if such lands are included in a site designated by the state junior college board as the site of a state junior college.

Subd. 2. The state junior college board may accept as a gift a state junior college site, in behalf of the state of Minnesota, tendered to it pursuant to subdivision 1, or otherwise, and may also accept a transfer of custodial control of any lands owned by the state and tendered to it by a department or agency thereof for state junior college purposes.

[1965 c 728 s 1]

136.66 ACCEPTANCE OF FEDERAL FUNDS. Any additional federal grants outside those now accepted by the authorized state agency or its successor made available to the state of Minnesota for the purpose of junior college construction during the interim period shall be used in compliance with the plans promulgated by the legislative building commission. The state junior college board is authorized to receive and designate the use of such funds if the utilization thereof should become necessary in the interim to prevent their cancellation, but before receiving and designating the use of such funds the board shall first consult the legislative building commission and obtain its recommendation in regard thereto, which recommendation shall be advisory only.

[1965 c 809 s 31 subd 6]

136.70 ANNUITIES, PURCHASE BY BOARD. Subdivision 1. At the request of an employee the state junior college board may negotiate and purchase an individual annuity contract from a company licensed to do business in Minnesota for an employee for retirement or other purposes and may allocate a portion of the compensation otherwise payable to the employee as salary for the purpose of paying the entire premium due or to become due under such contract. The allocation shall be made in a manner which will qualify the annuity premiums, or a portion thereof, for the benefit afforded under section 403(b) of the current federal internal revenue code or any equivalent provision of subsequent federal income tax law. The employee shall own such contract and his rights thereunder shall be nonforfeitable except for failure to pay premiums.

Subd. 2. All amounts so allocated shall be deposited in an annuity account which is hereby established in the state treasury. There is annually appropriated from the annuity account in the state treasury to the state junior college board all moneys deposited therein for the payment of annuity premiums when due or for other application in accordance with the salary agreement entered into between the employee and the state junior college board. The moneys in the annuity account in the state treasury are not subject to the budget, allotment, and incumbrance system provided for in Minnesota Statutes, Chapter 16, and any act amendatory thereof.

[*1965 c 110 s 1*]

PUBLIC LAW 90-576
90th CONGRESS, H.R. 18366
October 16, 1968

"TITLE I—VOCATIONAL EDUCATION

"PART A—GENERAL PROVISIONS

"DECLARATION OF PURPOSE

"SEC. 101. It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

"FEDERAL ADMINISTRATION

"SEC. 105. Nothing contained in this title shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

"LIMITATION ON PAYMENTS UNDER THIS TITLE

"SEC. 107. (a) Nothing contained in this title shall be construed to authorize the making of any payment under this title for religious worship or instruction, or for the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship.

"(b) Funds appropriated pursuant to this title may be used for residential vocational education schools only to the extent that the operation of such schools is consistent with general regulations of the Commissioner concerning the operation of such schools, but in no case may juveniles be assigned to such schools as the result of their delinquent conduct, and such facilities may not be used in such a manner as to result in racial segregation.

"DEFINITIONS

"SEC. 108. For the purposes of this title—

"(1) The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging

occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines, and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land.

"(2) The term 'area vocational education school' means—

"(A) a specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market, or

"(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market, or

"(C) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market, or

"(D) the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State Board, leading to immediate employment but not necessarily leading to a baccalaureate degree,

if it is available to all residents of the State or an area of the State designated and approved by the State Board, and if, in the case of a school, department, or division described in (C) or (D), it admits as regular students both persons who have completed high school and persons who have left high school.

"(3) The term 'school facilities' means classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

"(4) The term 'construction' includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

"(5) The term 'Commissioner' means the Commissioner of Education, and the term 'Secretary' means the Secretary of Health, Education, and Welfare.

"(6) The term 'handicapped', when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services.

"(7) The term 'State' includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

"(8) The term 'State board' means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration thereof by local educational agencies, in the State.

"(9) The term 'local educational agency' means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

"(10) The term 'high school' does not include any grade beyond grade 12.

"(11) The term 'private vocational training institution' means a business or trade school, or technical institution or other technical or vocational school, in any State, which (A) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; (C) has been in existence for two years or has been specially accredited by the Commissioner as an institution meeting the other requirements of this subsection; and (D) is accredited (i) by a nationally recognized accrediting agency or association listed by the Commissioner pursuant to this clause, or (ii) if the Commissioner determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Commissioner pursuant to this clause, or (iii) if the Commissioner determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by him and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purpose of this subsection, the Commissioner shall publish a list of nationally recognized accrediting agencies or associations and State agencies which he determines to be reliable authority as to the quality of education or training afforded.

"Part B—State Vocational Education Programs

"Authorization of grants

"Sec. 121. From the sums made available for grants under this part pursuant to sections 102 and 103, the Commissioner is authorized to make grants to States to assist them in conducting vocational education programs for persons of all ages in all communities of the States, which are designed to insure that education and training programs for career vocations are available to all individuals who desire and need such education and training.

"Part C—Research and Training in Vocational Education

"Authorization of grants and contracts

"Sec. 131. (a) From 50 per centum of the sums available to each State for the purposes of this part the Commissioner is authorized to make grants to and contracts with institutions of higher education, public and private agencies and institutions, State boards, and, with the approval of the appropriate State board, to local educational agencies in that State for the purposes set forth in section 132, except that no grant may be made other than to a nonprofit agency or institution.

"(b) The remaining 50 per centum of the sums available to each State for the purposes of this part shall be used by its State board, in accordance with its State plan, (1) for paying up to 75 per centum of the costs of the State research coordination unit, and (2) for grants to colleges and universities, and other public or nonprofit private agencies and institutions, and local educational agencies and contracts with private agencies, organizations, and institutions to pay 90 per centum of the costs of programs and projects for (i) research and training programs, (ii) experimental, developmental, or pilot programs developed by such institutions and agencies and designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic,

or other handicaps that prevent them from succeeding in the regular vocational education programs, and (iii) the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education, which programs and projects have been recommended by the State research coordination unit or by the State advisory council.

"PART D—EXEMPLARY PROGRAMS AND PROJECTS

"FINDINGS AND PURPOSE

"SEC. 141. The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

"PART E—RESIDENTIAL VOCATIONAL EDUCATION

"DEMONSTRATION SCHOOLS

"SEC. 151. (a) For the purpose of demonstrating the feasibility and desirability of residential vocational education schools for certain youths of high school age, the Commissioner is authorized to make grants, out of sums appropriated pursuant to subsection (b) to State boards, to colleges and universities, and with the approval of the appropriate State board, to public educational agencies, organizations or institutions for the construction, equipment, and operation of residential schools to provide vocational education (including room, board, and other necessities) for youths, at least fifteen years of age and less than twenty-one years of age at the time of enrollment, who need full-time study on a residential basis in order to benefit fully from such education. In making such grants, the Commissioner shall give special consideration to the needs of large urban areas having substantial numbers of youths who have dropped out of school or are unemployed and shall seek to attain, as nearly as practicable in the light of the purposes of this section, an equitable geographical distribution of such schools.

"(b) There are authorized to be appropriated for the purpose of this section $25,000,000 for the fiscal year ending June 30, 1969, $30,000,000 for the fiscal year ending June 30, 1970, and $35,000,000 each for the fiscal year ending June 30, 1971, and for the succeeding fiscal year.

"PART F—CONSUMER AND HOMEMAKING EDUCATION

"AUTHORIZATION

"(b) For purposes of this part the State plan approved under section 123 shall set forth a program under which Federal funds paid to a State from its allotment under subsection (a) will be expended solely for (1) educational programs which (A) encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, (B) encourage preparation for professional leadership, (C) are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner, (D) include consumer education programs, and (E) are designed for persons who have entered, or are preparing to enter, the work of the home, and (2) ancillary services, activities and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

"(c) From a State's allotment under this section for the fiscal year ending June 30, 1970, and for each fiscal year thereafter, the Commissioner shall pay to such State an amount equal to 50 per centum of the amount expended for the purposes set forth in subsection (b), except that, for the fiscal year ending June 30, 1970, and the two succeeding fiscal years, the Commissioner shall pay an amount equal to 90 per centum of the amount used in areas described in subsection (d). No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

"(d) At least one-third of the Federal funds made available under this section shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

"PART G—COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

"FINDINGS AND PURPOSE

"SEC. 171. The Congress finds that cooperative work-study programs offer many advantages in preparing young people for employment. Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations. It is the purpose of this part to assist the State to expand cooperative work-study programs by providing financial assistance for personnel to coordinate such programs, and to provide instruction related to the work experience; to reimburse employers when necessary for certain added costs incurred in providing on-the-job training through work experience; and to pay costs for certain services, such as transportation of students or other unusual costs that the individual students may not reasonably be expected to assume while pursuing a cooperative work-study program.

"PART H—WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS

"PART I—CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION

"AUTHORIZATION

"SEC. 191. (a) The Congress finds that curriculum development in vocational education is complicated by the diversity of occupational objectives; variations due to geography; differences in educational levels and types of programs; and by the wide range of occupations which includes, but is not limited to, agriculture, food processing and preparation, trades and industry, distribution and marketing, technical, public service, health services, business, and office occupations. It is therefore the purpose of this section to enable the Commissioner to provide appropriate assistance to State and local educational agencies in the development of curriculums for new and changing occupations, and to coordinate improvements in, and dissemination of, existing curriculum materials.

TITLE II—VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT AMENDMENT OF HIGHER EDUCATION ACT OF 1965

SEC. 201. The Higher Education Act of 1965 is amended by inserting the following new part at the end of title V (the Education Professions Development Act):

"PART F—TRAINING AND DEVELOPMENT PROGRAMS FOR VOCATIONAL EDUCATION PERSONNEL

"STATEMENT OF PURPOSE

"SEC. 551. It is the purpose of this part to provide opportunities for experienced vocational educators to spend full-time in advanced study of vocational education for a period not to exceed three years in length; to provide opportunities to up-date the occupational competencies of vocational education teachers through exchanges of personnel between vocational education programs and commercial, industrial, or other public or private employment related to the subject matter of vocational education; and to provide programs of inservice teacher education and short-term institutes for vocational education personnel.

"LEADERSHIP DEVELOPMENT AWARDS

"SEC. 552. (a) In order to meet the needs in all the States for qualified vocational education personnel (such as administrators, supervisors, teacher educators, researchers, and instructors in vocational education programs) the Commissioner shall make available leadership development awards in accordance with the provisions of this part...

"EXCHANGE PROGRAMS, INSTITUTES, AND INSERVICE EDUCATION FOR VOCATIONAL-EDUCATION TEACHERS, SUPERVISORS, COORDINATORS, AND ADMINISTRATORS

"SEC. 553. (a) The Commissioner is authorized to make grants to State boards, as defined in the Vocational Education Act of 1963, to pay the cost of carrying out cooperative arrangements for the training or retraining of experienced vocational education personnel such as teachers, teacher educators, administrators, supervisors, and coordinators, and other personnel, in order to strengthen education programs supported by this part and the administration of schools offering vocational education. Such cooperative arrangements may be between schools offering vocational education and private business or industry, commercial enterprises, or with other educational institutions (including those for the handicapped and delinquent).